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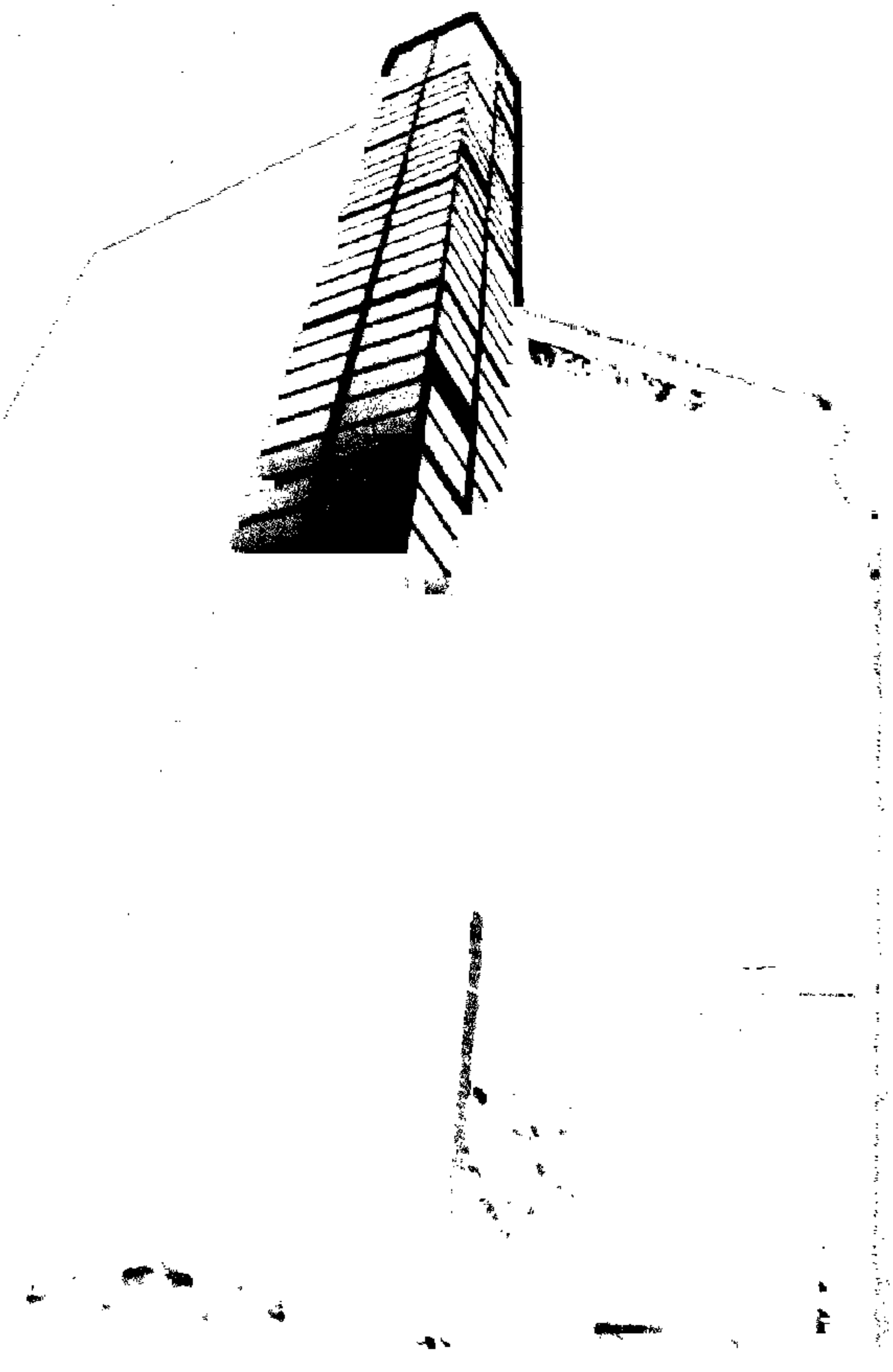

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17. Post Graduate Diploma in the Teaching of Russian/Arabic/ Spanish (1 yr)	MA in the language concerned (in case of Arabic MOL) with at least a II Class Grade C average
18 M Phil (Regular mode) Arabic/French/ Russian/Spanish (1 yr) 19 M Phil (Distance Mode) Russian (2 - 2 1/2 yrs)	*(i) MA in the language concerned* (in case of Arabic MOL) with a high second class (55%) or grade B average **OR** (ii) MA in the language concerned (in case of Arabic MOL) with Grade C average and a PGCT/DT with at least an overall grade C **OR** (iii) MA the language concerned (in case of Arabic MOL) with a minimum of 5 years experience in teaching the language concerned at a recognized institution
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28 Ph D in ELT/English Literature (3 yrs)	MA in English/Linguistics with 55% marks

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Last Date for sale and receipt of Applications : 24 May 2004

Dates of Entrance Examinations MA English & Foreign Languages : 13 June 2004, 2.00p.m.

M Phil / Ph D	Date
English Literature 10 a.m. & English Language Education (ELE) 2 p.m.	**16.6.2004**
Linguistics & Phonetics (L & P) 10.00 a.m.	**17.6.2004**
Interviews for those who qualify in the Written Test	**18.6.2004**

The dates of Entrance Tests and Interviews for the **Lucknow** and **Shillong** campuses will be announced by the respective Campus Directors.

Test Centres for 01,02 and 12 : Bangalore, Bhubaneshwar, Chennai, Delhi, Hyderabad, Kochi, Kolkata, Lucknow, Mumbai, Shillong

Test & Interviews for M Phil & Ph D (Hyderabad campus) at CIEFL, Hyderabad.

Date : April 2004

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Turning Challenges into Opportunities : Autonomous Colleges in Maharashtra

P N Sagar
(Principal, Rajarshi Shahu College, Latur, Maharashtra State)

'Autonomous College' has become a buzzword today. Nowhere in the world except India, Pakistan and Bangladesh higher education is provided through affiliating system. The idea of autonomous college for the first time was designed and developed by London University in 1850. Later on, almost all the countries in the world adopted it. Autonomy to educational institutions can be found in a crude form in '*Ashrams*' in ancient India. These '*Ashrams*' enjoyed total administrative, academic and financial autonomy. During the British reign there were eleven autonomous colleges like Hindu College (1816), Pune College (1821), Agra College (1827), Madras College (1852) and so on. After the establishment of the Universities Bombay, Calcutta and Madras in the year 1857, all these colleges were affiliated to these Universities.

Autonomous system was well recognized and emphasized by the Education Commission (1964-1966), popularly knows as 'Kothari Commission'. The Commission proposed the need of giving autonomous status to well established colleges with a view to raising standards and encouraging the pursuit of excellence in higher education. Various Commissions and study groups emphasized the need of autonomous colleges.

Drawbacks of the Affiliated System

The following Table shows the mushrooming growth of higher education.

Progress of Higher Education in India (From 1947- 2000)

Sr. No.	Items	Year 1947	Year 2000	% Increase	Increase time
1.	Universities	20	256	1180*	12.8
2	No. of Colleges	591	11,100	1878*	18.6
3	No. of Students	22,828	74,13,000	3240*	32.4
4	No. of Lecturers	24,000	34,2000	1425*	14.25

Source: U.G.C. Annual Reports 1996-2000
* Represents increase over base year 1947.

The above given table makes it clear that the country has made eye-catching quantitative development in the field of higher education. Huge amount had been spent on higher education since Independence. Yet our higher education system failed to achieve its objectives. It failed to a larger extent to cater to the present challenges. In this age of Information Technology majority of the colleges in the country are using old 'Chalk and Talk' technique of teaching. Undue importance is given to merit and division. Large number of colleges and their students, degradation of higher education, outdated and useless curriculum, university's role as huge examinations centre, etc., have emerged as some important limitations of this system. Teaching, learning and evaluation are a trinity of academic functions which, to be effective, should be carried out by the same persons. In the affiliating system, the teacher teaches a curriculum prescribed by some other body and prepares his students to be examined by yet another body which has never met them. In the affiliating system weaker colleges determine the pace of education.

21st Century society is knowledge society. In this age of knowledge it is the intellectual capital, trained manpower rather than financial and physical capital, which will give the society strength and prosperity. 'The New Economic Policy' (1991) of globalisation, privatization and liberalization has made its impacts on business, industry, trade, and education. It is the need of the hour to maintain our educational standards internationally acceptable. Education has become a very attractive profession particularly in the developed countries like *America, England*, Germany, *Australia* etc. So there is an urgent need of change in higher education of the country. Affiliated colleges failed to meet these challenges. Only autonomous colleges can meet these challenges.

Autonomous Colleges: A Novel Concept

'Kothari Commission' (1964-66) had defined "Autonomous College as one, which has the power to frame its own rules of admission, to prescribe its courses of study, to conduct examinations and so on". Primary objectives of autonomous college are the pursuit of knowledge, to ensure employability of the students, to develop a sense of integrity and to meet the challenges of modern education. In spite of recommendations made by the Committee of Mahajan (1964), the Committee on Standards of University Educations (1965), the Education Commission Report (1964-66), the UGC Committee's Recommendations (1966-67), The Gajendragadkar Committee Report (1967-71), UGC Report (1973), Jaikrishna Report (1974), etc., the progress of autonomous colleges was with tortoise's speed. The following table shows the slow progress of autonomous colleges in the country.

Progress of Autonomous Colleges in India

Sr. No.	State	No. of Concerned Universities	No. of Autonomous Colleges	% To Total
1.	Andhra Pradesh	03	19	15
2.	Gujarat	01	02	01
3.	Himachal Pradesh	01	05	04
4.	Madhya Pradesh	09	41	32
5.	Maharashtra	03	03	03
6.	Orissa	03	05	04
7.	Tamil Nadu	05	49	39
8.	Uttar Pradesh	03	03	02
	TOTAL	28	127	100

Source : Autonomous college in India, History, Performance and Future, Lokbodhan Kendra Publications, New Delhi.

The above given data makes it clear that majority of the autonomous colleges are located in South India. Lack of strong desire of UGC, sufficient care taken by the governments in reducing expenditure on education instead of raising standard of education, strong opposition of teachers' organizations, lack of initiatives of management are some of the causes which are responsible for the slow progress of autonomous colleges in India. In some states the concept of autonomy is yet to be introduced.

Autonomous Colleges in Maharashtra : Challenges and Opportunities

Maharashtra state is a leading state in the field of education in India. The state is usually used for any new educational experiment. Unfortunately, it has remained most backward state at least in case of autonomous colleges. As compared to other states like Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Himachal Pradesh, etc., Maharashtra's performance of autonomous colleges is very poor. No serious thought was given to this system by the state government, universities or colleges. The Maharashtra Universities' Act, 1994 has empowered the university to designate an affiliated degree college as autonomous in accordance with UGC guidelines and statutes. A college which is permanently affiliated to the concerned university in the state, having high academic and administrative standards and whose standing is often years will be given autonomy.

Challenges

Many educational institutions in Maharashtra have a unique structure. In many institutions junior colleges are attached to senior colleges. The principal of the senior college governs both colleges. Whole administrative work is being carried out in one office only. If autonomy is granted to senior college, the working of the both colleges will be affected. Principal of senior college may not give due attention to junior college.

Strong opposition by teachers' organization has also become an important problem. They are opposing strongly this system, as it will affect on the interest of lecturers. There is a fear in the minds of lecturers that the management and principal of such a college will exploit the employees. Principal of the autonomous college will become more powerful. Employees of such a college have to work under a lot of burden. There is possibility of conflicts between employees and management.

After recognizing autonomy the affairs of the institution will be governed by a Board of Management. It consists of ten to eleven members. As per present provisions, president of the institution and in case of Mumbai University, secretary of the institution would be the member of this board. University, state government, UGC, etc., nominates remaining members. So private management is not cultivating much interest in autonomous colleges.

Government intention in bringing autonomy to colleges seems to be doubtful. Instead of improving standard of higher education, the government is keeping keen interest in reducing financial burden on higher education. Today government is passing through an acute financial crisis. In other developing countries near about six percent of national income is spent on education, where as it is mere $3\frac{1}{2}$ % in the country.

Maharashtra Universities Act is silent on the payment of salaries of teaching and non-teaching staff after five years of autonomy. According to this act the interest of employee's of autonomous colleges will be protected. But it is not clear that state government or autonomous college will protect it. Many colleges are not showing keen interest in getting autonomy. Very few colleges are financially sound. Majority of the colleges may not bear such expenditure.

There is a great problem of marginal subjects. Many subjects of Arts and other faculty are marginal subjects. They are introduced out of compulsion or to protect, the interest of existing staff members. After autonomy, these subjects are to be discontinued, as students may not offer admissions on payment for these subjects. The future of lecturers of these subjects will be in danger if autonomy is granted to these colleges.

The percentage of higher education between the age group 18-24 is only six in India. It is 10% in Indonesia, 12% in Brazil, 14% in Mexico, 19% in Thailand, 49% in Argentina, 81% in USA and 99% in Canada. Autonomy will be given to the existing reputed colleges. It means that a few rich students will be admitted in these colleges. Even intake capacities of these colleges will be reduced after autonomy. It may be difficult to increase percentage of higher education in the country.

Official work of autonomous colleges will be increased in many folds. Nature and magnitude of work may change. Present Maharashtra Universities Act clearly states that government will not bear any increased expenditure on the appointment of non-teaching staff. Present existing staff will be bifurcated between junior and senior college. Inadequate non-teaching staff will have to carry a lot of increased work after autonomy.

There are some other important issues of EBC and Scholarship students. After formation of Maharashtra State in 1960, then Chief-Minister Yeshwantraoji Chauhan had introduced EBC facility for the economically weaker section students in the state. Many students belonging to low income group encashed this opportunity. It is obviously clear that such a facility will be discontinued after autonomy. Many poor students may not take higher education, as they will not afford the heavy fees of autonomous colleges. Many SC, TNT, DNT, ST, etc., students in higher education are seeking financial support through scholarship given by the Central Government. This facility may not be available in autonomous colleges. The doors of higher education will be closed for these students.

Remedies

It is rightly said that, "Where there is a will, there is a way". Defiantly, the way of autonomous colleges is not a bed of rose. It is very tough and complicated journey. To remain in fray of education and to maintain high standards, every country has to travel by the route of autonomous colleges. Already the country has got considerable delay as far as autonomy to colleges is concerned. Every coin has two sides, like wise every problem has its own solution. Following are the remedies to overcome the problems of autonomous colleges.

Every management seeking autonomy to its college has to take into confidence the teaching, non-teaching employees, students and the society as a whole. Misunderstanding and lack of unanimity among all these parties will affect on the fate of autonomous colleges. There should be perfect understanding and smooth co-ordination among management, staff and principal. Autonomous college has a lot of increased burden of work. It is a great challenge Staff members voluntarily should come forward to work.

Maharashtra Universities Act does not make it clear that whether the services of the employees of autonomous colleges will be protected by it or not. It has become a corner stone. Govt. should take the responsibility of the payments of these staff. Amendments should be made in statutes. So many colleges may come forward for seeking autonomy.

Autonomous senior college requires separate principal. It means that there would be independent principles for junior and senior colleges. At present there is a provision of vice principal for junior college. Autonomy will increase tremendous work of senior college principal. He may not pay due attention towards junior college. The present statute should be amended.

As per Maharashtra Universities Act, 1994, there is no provision for departmental autonomy to college. It has become a major difficulty in the way of autonomy. In Maharashtra, majority colleges have Arts, Science and Commerce faculties. If provision of departmental autonomy to colleges is made then many colleges will demand autonomy to Commerce and Science faculties. Arts faculty has very less potentiality of autonomy. New courses of management, taxation, audit practices, etc., can be introduced in Commerce faculty BCA, BCS, MCA, MCS, Biotechnology and other computer courses will be introduced in Science faculty.

The government has to make its mind to bear extra financial burden at least in the first phase of autonomy. After autonomy, many new posts like dean, tutors, demonstrators, etc. will be created. Junior and senior colleges will require separate offices. So many new vacancies of teaching and non-teaching will be created. Existing provision in University Acts, make it clear that government will not bear any financial burden on account of vacancies created. So government should take responsibility of making payments of these new vacancies created at least first 10 years of autonomy.

UGC had asked all the colleges to undergo assessment by NACC by December, 2003, classification of colleges can be made on the basis of grades allotted. It means the journey to autonomy should be via accreditation. Colleges awarded with B++ and further grades should be preferred for granting autonomy. Government should apply 'Carrot' and 'Stick' policy for this purpose. Number of posts of teaching staff at the time of autonomy should be kept intact at least for 10 years of autonomy. Such a provision should be made in present statutes. Otherwise many posts may remain vacant and contributory teachers will be appointed against these posts. Such a problem has become very serious in the autonomous colleges in Tamil Nadu and other states. Increased responsibilities and challenges may not be met due to the lack of full time teachers.

There is no uniformity in the policy of autonomous colleges in India. In the states of Rajasthan, Madhya Pradesh and Himachal Pradesh, many autonomous colleges are government colleges. In the remaining states autonomous colleges are of private management. Maharashtra government should grant autonomy to private medical, engineering, poly-technique and MBA colleges in the first phase of autonomy. Some government colleges of this nature should also be selected. Only few Arts, Commerce and Science colleges having very good track record and reputation should be preferred for this purpose. Performance and working of these colleges should be evaluated after a regular interval of 5 years by the state government, university and UGC. Depending upon results, government should take future decisions about autonomy. New professional and technical colleges should be granted autonomy at their inception. So only top-level management will dare to introduce new educational institutions.

An autonomous college, to be a grand success, government has to change its EBC policy completely. It should be continued for deserving candidates only. Students belonging only under poverty line should be provided these facilities. Tuition fees should be increased to that extent which suits for autonomous colleges. There would be a strong opposition from all the corner of society to this increase. Government should not be after cheap popularity. The tuition fees in English medium schools are very high than the fees charged in colleges. Provision of scholarship should be continued for the deserving reservation category students. Our economy is moving from mixed to capitalistic economy. Many folds have increased the need of protection of interest of this class.

Admission process for senior college in the state is also peculiar. As per present provision, students of the same junior college should be given admission in the senior college irrespective of their percentage. It goes against the interest of autonomous colleges. Autonomous college will have its own admission system procedure.

Government has to amend the rules of admissions, which will facilitate freedom to autonomous colleges.

Special financial packages offered by UGC to autonomous colleges are insufficient. The grant stands at Rs. 4 lakh for undergraduate Colleges and Rs. 7 lakh for postgraduate colleges. These grants are insufficient. They should be raised to Rs. 10 lakh and 15 lakh respectively. According to the present setup, such a financial package will be offered for first five years of autonomy. Such a financial assistance should be of permanent nature. Financial incentive will work a lot for convincing affiliated colleges into being autonomous. ❑

Higher Education needs Speedy Reforms

A Ranga Reddy

(Professor, Department of Economics, Sri Venkateswara University, Tirupati)

Liberalisation of Economy 1991, World Trade Organisation impact and privatisation have thrown up new challenges to India not only for agriculture, industry, commerce, corporate, banking but also for education system. Access to the global economy will depend more on quality and productivity than on low labour costs. Higher Education System has to ensure that the skills, understanding and output of the graduates and researchers they generate are equal to the best in the world. The Zakir Hussain Committee and Radhakrishnan and Kothari Commisions evolved a system of education which will be in harmony with the genius of the Indian people and solve the problems of mass education.(Reddy, A R 2002) Higher Education system in the country has to face 21st century emerging challenges. The objective of this paper is to highlight the comprehensive situation in campuses and anticipated future, that is, the first part deals about international position, second presents structure of universities, third appraises obstacles and opportunities.

Human Development Index

India's spending on education has increased significantly from 0.8 per cent of GDP in 1950s to 3.2 per cent today, though it still falls short of the Government target of six per cent of GDP. Human Development indices for India remain much lower than that of China.

Table - 1 Human Development Index

HDI rank		Life expectancy at birth years 2001	GDP per capita (ppp US $ 2001 year)	Education index	GDP index	Human Development Index (HDI) Value 2001
High Human Development						
1	Norway	78.7	29,620	0.99	0.954	0.944
3	Sweden	79.9	24,180	0.99	0.92	0.941
4	Australia	79.0	25,370	0.99	0.92	0.939
7	USA	76.9	34,320	0.97	0.97	0.937
9	Japan	81.3	25,130	0.94	0.92	0.932
10	Switzerland	79.0	28,000	0.94	0.92	0.932
Medium Human Development						
63	Russian Federation	66.6	7,100	0.93	0.71	0.779
65	Brazil	67.8	7,360	0.90	0.72	0.777
96	Turkey	70.1	5,890	0.77	0.68	0.734
104	China	70.6	4,020	0.79	0.62	0.721
127	India	63.3	2,840	0.57	0.56	0.590
Low Human Development						
143	Nepal	59.1	1,310	0.50	0.43	0.499
144	Pakistan	60.4	1,890	0.41	0.49	0.499
175	Sierra Leone	34.5	470	0.41	0.26	0.275

Source: UNDP, Human Development Report, 2003, p.237.

To understand the level of education, health, living conditions etc. the Human Development Index is taken into consideration for examining the position of India at International level. Table 1 provides a bird's eye view of India. It reveals that among 175 countries India stood at 127th rank. European countries like Norway, Sweden etc. are outstanding, while we are at medium level and neighbours like Pakistan, Nepal etc. at bottom level. On three fronts, India has to do maximum efforts for coming out of Medium to High Human Development Index.

Sustainable Development: A Casualty

In the 1990s, States encouraged many Postgraduate Centres, Open, Regional, Linguistic, and Mahila Universities which are around 265 Universities/Institutions as on March 31, 2002 with 88.00 lakh enrolment including 35 lakh women students, i.e., 40 per cent. The table-2 appraises the break up figures of student strength.

Table-2 denotes that affiliated colleges have taken lion-share in providing more accommodation than universities, whereas universities are dominating in research and Diploma/Certificate Courses. Time has come that many full-fledged institutions with adequate infrastructure facilities are to be upgraded as autonomous/postgraduate centres/universities.

Origin and Development of University System

So far, Indian planners have not seriously taken establishing universities at rural, backward, and Tribal areas. Universities were established at urban areas like Presidencies, Metropolitan Cities, Temple towns, Home of eminent Politicians/Philanthropists etc. Even after fifty years of Free-India, higher education in semi-rural, rural catchment areas are not covered. High intensity of Institutions in Urban India put rural people into a troublesome position, to migrate to the urban. Much of university education has produced more job seekers than job creators.

English Higher Education in India began with the establishment of Hindu College in Calcutta in 1817. By 1855, there were 281 High Schools and 28 Colleges. To regulate them three universities - Bombay, Calcutta and Madras - were established in 1857. The Growth contributed unimpeded and by 1947, there were 19 Universities, 496 Colleges with 2,40,000 pupils. University Education Commission, 1948-49 (popularly known as Radhakrishnan Commission) emphasised the need for setting up an apex body to coordinate the growth and development of education at the tertiary level and maintenance of standards in Education. Thus the University Grants Commission (UGC) came into existence by an act of parliament in 1956. The following table provides the existing number of institutions under UGC.

Table-3 reveals that in fifty years, 14 fold increase in universities has taken place. Even small States also started their own State/Central Universities. In quantity university system was grown in appreciable way but not in quality. Unfortunately, Uttar Pradesh which had

Table - 2 Student Enrollment: University/Affiliated Colleges : 2001-02

S No.	Stage	University Deptts/ University Colleges	Affiliated Colleges	*Total* percent to Grand *Total*	Percentage in affiliated Colleges	Percentage in Universities
1.	Graduate	7,90,182	70,72,406	78,62,588 (89.0)	90.00	10.0
2.	Postgraduate	2,77,427	5,38,908	8,16,335 (9.0)	66.0	34.0
3.	Research	55,158	5,358	60,516 (0.7)	9.0	91.0
4.	Diploma/ Certificate	43,381	38,725	81,656 (0.9)	47.0	53.0
	Grand Total	**11,66,148**	**76,54,947**	**88,21,095**	**87.0**	**13.0**

Source : UGC, UGC Annual report: 2001-02, p.221.

Table - 3 UGC Recognised Universities, March 31, 2002

S No.	State	Number of Universities	Understate Legislation Act	Deemed Universities	Institute of National importance
1.	Andhra Pradesh	16	2	4	-
2.	Arunachal Pradesh	1	-	-	-
3.	Assam	5	-	-	1
4.	Bihar	11	1	1	-
5.	Chhatisgarh	4	-	-	-
6.	Goa	1	-	-	-
7.	Gujarat	10	-	2	-
8.	Haryana	4	-	1	1
9.	Himachal Pradesh	3	-	-	-
10.	Jammu & Kashmir	3	1	-	-
11.	Jharkhand	4	-	2	-
12.	Karnataka	13	-	3	-
13.	Kerala	7	-	-	1
14.	Madhya Pradesh	14	-	2	-
15.	Maharashtra	18	-	9	1
16.	Manipur	2	-	-	-
17.	Meghalaya	1	-	-	-
18.	Mizoram	1	-	-	-
19.	Nagaland	1	-	-	-
20.	Orissa	8	-	-	-
21.	Punjab	5	-	1	-
22.	Rajasthan	7	-	4	-
23.	Sikkim	1	-	-	-
24.	Tamilnadu	15	-	8	2
25.	Tripura	1	-	-	-
26.	Uttar Pradesh	18	1	6	2
27.	Uttaranchal	3	-	2	-
28.	West Bengal	13	-	1	2
29.	NCT of Delhi	5	-	6	2
30.	Podicherry	1	-	-	-
	Sub-Total	**196**	**5**	**52**	**12**
	Total		**265**		

Source : UGC Annual Report: 2001-02, pp. 201-210 more than 16.6 crore population (2001 census) had 18 Traditional universities. In fact, backward areas need more spread effects of universities than metropolitan areas.

Association of Indian Universities : An independent Initiative

The Association of Indian Universities (AIU), an Independent organization was founded on March 23rd, 1925 when representatives of eleven of the fourteen Universities met in the Library of the university of Bombay and formed themselves into the Inter-University Board (IUB). Viceroy Lord Reading initiated the decision to Central Coordination Agency for Indian Universities. It was registered as a Society in 1967, and adopted the present name in 1973. Today, AIU presents its viewpoints to the Government on crucial issues concerning higher education, helps UGC, and other statutory bodies in developing guidelines and procedures, bring, Vice Chancellors and Directors for discussions on diversified University affairs. The range of activities of AIU is certainly much wider like that of similar Organizations like committee of Vice Chancellors and Principals of UK or the Australian Vice Chancellors Committee. Lack of official authority can be a positive advantage and in case of AIU it may be regarded as a definite necessity. AIU conducts research on various aspects of higher education, pioneers examination reforms, quality assurance, and organises Inter-University Sports and Cultural events, like youth festivals.

Challenges of Globalisation

Education leads to formation of human capital and is an important investment for the development process.(Planning Commission-2002). Many traditional societies deeply feel challenged by the typhoon of changes sweeping across the world. To meet the challenges four pillars of education were advised, they are: (a) learning to know or capacity to absorb new knowledge; whether the young persons mind are being trained so that throughout their lives they can continue to absorb the exploding knowledge that doubles every five years, (b) learning to do means that the knowledge imparted to young people should also make them capable of gainful employment so that they become productive members of society; (c) learning to live together, that is, Education does not involve merely developing individual skills, it also needs to encompass the necessity for young people to become positive and integrated elements of their respective Societies; (d) learning to be, that is, education must contribute to the all round development of each individual mind and body, intelligence, sensibility, aesthetic sense, personal responsibility and spiritual values. The holistic education must acknowledge the multiple dimensions of the human personality — physical, intellectual, aesthetic, emotional and spiritual — thus moving towards the perennial dream of an integrated individual living on harmonious planet.(Karan Singh-2003).

Demand for Disciplines

Even after fifty years, the demand for non Science and Technology course have much demand in the Educational Market. The economic reason may be less investment/low cost for high and quick returns. The table below explains the position of disciplines.

Table 4 shows that Arts faculty has taken lion-share of students, next is Science and Commerce. Engineering and Medicine are slowly picking up around 10 per cent of total. In the race of acquiring knowledge performing arts, foreign languages, physical education are at low ebb.

Even in awarding doctorates also Arts and Sciences have taken big chunk. Very less research is found in Medicine and Law, which are leading areas for healthy societal development. To meet the modern challenges and changes, University have to introduce new disciplines like Peace Economics, Culture Studies, Defence and Strategic Studies, etc. Further, the system of student assessment of teacher get enforced. Infact, both the Mehrotra Committee and the Rastogi Committee had made out a case for the introduction of this scheme.

Standards in Higher Education

UGC introduced measures to upgrade its innovative and comprehensive pattern of education. Regular meetings of the Board of Studies and Faculty Board attended by eminent external experts from various fields were organised to update syllabi of different courses at least once in five years. Each institute should make concerted efforts on all fronts through vigorous monitoring and remedial action to ensure improvement of academic standards. The scheme of Academic and Administrative Audit introduced. Of course, University administrations started to implement it.

Politicalisation and Activity of Good Teachers

One of the most difficult problems that has crept

Table - 4 Student Enrolment - Facultywise: 2001-02

S No.	Faculty	Total Enrolment: 2001-02	Percentage to Total: 2000-01	No. of Doctorate degrees awarded	Percentage to Total
1.	Arts	40,69,632	46.13	4,330	38.0
2.	Sciences	17,54,110	19.88	3,734	33.0
3.	Commerce/ Management	15,75,940	17.87	596	5.0
4.	Education	1,14,678	1.30	377	3.0
5.	Engineering/ Technology	6,05,597	6.87	739	6.0
6.	Medicine	2,75,943	3.13	217	2.0
7.	Agriculture	52,833	0.60	950	8.0
8.	Veterinary Science	14,270	0.16	111	1.0
9.	Law	2,80,449	3.18	107	1.0
10.	Other	77,643	0.88	289	3.0
	Total	**88,21,095**	**100.00**	**11,450**	**100.00**

Source: UGC Annual Report: 2001-2, p.222 & 227.

into higher education is the paucity of good and charactered teachers. Though social status is elevated with high pay, unfit and mediocre persons entered into the system. As expansion is rapid, created more opportunities; there is bound to be heavy rush for remunerative jobs. This was further complicated because of policalisation of education sector. The possibility of improvement in the situation, because of lack of political will and absence of societal wisdom to keep education free from all socio-political ideologies and the hardened monolithic attitudes of those who are already in the profession, appears to be grim. The net result of all this is the unavoidable presence of mediocre and non-committed teachers in the system.

Thrust to Quality

The problem of increasing number of students, unprepared and unwilling students, indifferent teachers, reduced resources, inadequate coordination between different stages of education and the persistent colonial legacy of affiliating management structure have deprived Indian higher education of quality. The new framework for higher education, therefore, has necessarily to give a thrust to quality as a total concept.

The revolution in information and communication technology has wiped out the geographical boundaries between different states in terms of real flow of information. It is having impact on the effectiveness of various financial, agricultural and industrial activities and the life style in various states. The policy markers, State, visionaries are found to focus on cost, access, relevance, quality and future. In addition, educational scenario in India is likely to change because of emergence of private universities within the framework of the conventional education system. Further, global option can no means be ignored. Many foreign universities have already started selling their teaching programmes aggressively in India. The economy of a country depends upon the utility of the educated manpower in the global context. The emergence of a new educational outline is also going to change the role of teachers. They would be expected to be more alert and sensitive to the needs and aspirations of the students and the society. The critical dimension of Indian higher education system in the twenty-first century is going to be the quest for quality and the new educational outline would just encourage it.

Recruitment Philosophy: Caste and Regionalism

At the inception itself the institutions have to pick up the candidate by examining his/her qualifications with all India competitive test alone. Suppose, by leaving the matter to the Universities, generally local elite would influence the Institutions and succeeds in the practice of the 'Sons of the soil theory'. By this way enter all diluted and filthy candidates into the porticos of University. The under-qualified candidates and non-professionals are more powerful in corrupting the politicians and leaders of Institution, in order to enter it. In India, by corruption we can do anything, anywhere, any system like Common Admission Tests - No. 23, 2003 (CAT) of Management Institutes, State Public Service Commissions, University Interviews. The villain is politician, who enters every channel to influence and work would be done in his/her favour. Unfortunately, the Indian politicians are not yet raised upto the mark of, to understand and digest moral, ethical, standards, quality or vision.

Caste, the another evil in the Indian Society which has taken roots, entered in the University system also, made unrepairable havoc. The politician and University administrations are considering caste/sub-caste people in even high positions without beholding durability/sustainability of future of that institution.

Conclusion

Liberalisation has opened the gates of education market for meeting competitiveness, challenges and changes. In the winds of globalisation, the student is searching for quality education to enter into global job market, whereas Institutions, teacher, administration is not yet geared up to plug off the gap: Many traditional Universities in India still are with their bad old recruitment, looking State funding, indifferent to self financing courses, outdated examination system, obsolete teaching methods, low standards. Time has riped and reaching 2005 year, that foreign Universities are entering into Indian soil for competitiveness. By all means, very shortly, new twist and turns would be seen in higher education system.

Notes on the Concepts

GDP (per capita PPP (US $)

GDP converted to US dollars using the average official exchange rate reported by the International Monetary fund. The sum of value added by all resident producers in the economy plus any product Taxes (less subsidies) not included in the valuation of output. PPP is considered as purchasing power parity.

Education Index

One of the three indices on which the human development index is built. It is based on the adult literary rate and the combined primary, secondary and tertiary gross enrolment ratio.

GDP Index

One of the three indices which the human development index is built. It is based on GDP per capita (PPP US $).

Human Development Index

*A composite index measuring average achievement in three basic dimensions of human development - a long and healthy life, knowledge and a decent standard of living.*References

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Pre-practice Basis to vitalize Practice Teaching

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The process of learning and adapting to a new job is difficult in any profession and novices always experience some degree of reality shock. A common theme running through the research on the experiences of beginning teachers is that the reality shock for teachers is more severe than it is for novices in the other professions. McDonald and Elias (1980) who conducted comprehensive research on the problems of beginning teachers found that the beginning teacher is a stranger in a new land the territory of which and whose rules and customs and culture are unknown, but who has to assume a significant role in that society if the problem is put in this manner.

Practice teaching is meant to help teachers gain knowledge of the rudiments of the profession and the various tools and aids which make for a successful transfer of knowledge from the teacher to the taught.

Institutions go ahead with the development, of teaching skills in student teachers. When teaching preparation comes to a desired level, the student teachers are sent for practice teaching.

There is no component of Teacher Education which enjoys more support from the Education community and which is evaluated so positively by beginning teachers as student teaching. As James B Contant aptly put it. "Academic professors and professors of Education are in complete agreement only on one point, that practice teaching, if well conducted, is important". However while student teaching enjoys, a very favourable reputation and is deeply entrenched, it is not without serious problems. A growing number of individuals inside and outside the profession are raising questions about the very nature of student teaching. To evaluate the strengths and weaknesses of student teaching, one must know the goals of the student teaching programme and how they are implemented.

As explained and advocated, student teaching is a crucial phase of any teacher education programme. In India, we have a very good student teaching programme supervised by the teacher educators and teachers in the real classrooms

Preparation for practice teaching plays an important role in the student teaching programme. Before student teachers go to schools to participate in practice teaching activities, they should be prepared for it. The areas of preparation for student teaching are: enrichment of content knowledge, observation of classroom teaching of good teachers, preparation and use of audio-visual aids, knowledge of preparation, administration and scoring of standardized tests, preparation of case studies of children, maintenance of cumulative records, maintenance of records used in schools, planning of individual lessons, planning of units of teaching, preparation of a scheme of work, maintenance of teachers' diary, participation in physical education, organization of field trips, organization of quest talks, organization of exhibitions, organization and participation in parent teachers associations, visits to homes of school students, organization of project work, giving assignments, organization of club activities, community development work by school, organization of functions and festivals in school, organization of debates, seminars, symposia, elocution, contests, song competitions etc. review of school curriculum, mastering of a number of skills, teaching in a small group of peers (simulated teaching), teaching in a small group of school students and teaching in a normal class.

Every teacher encounters problems on some occasions. For an inexperienced teacher, a lesson can become a nightmare. Class teaching system has an important role to play for successful student teaching.

Planning questionnaire is a useful aid to preliminary thinking for student teachers.

Questionnaire before teaching practice:

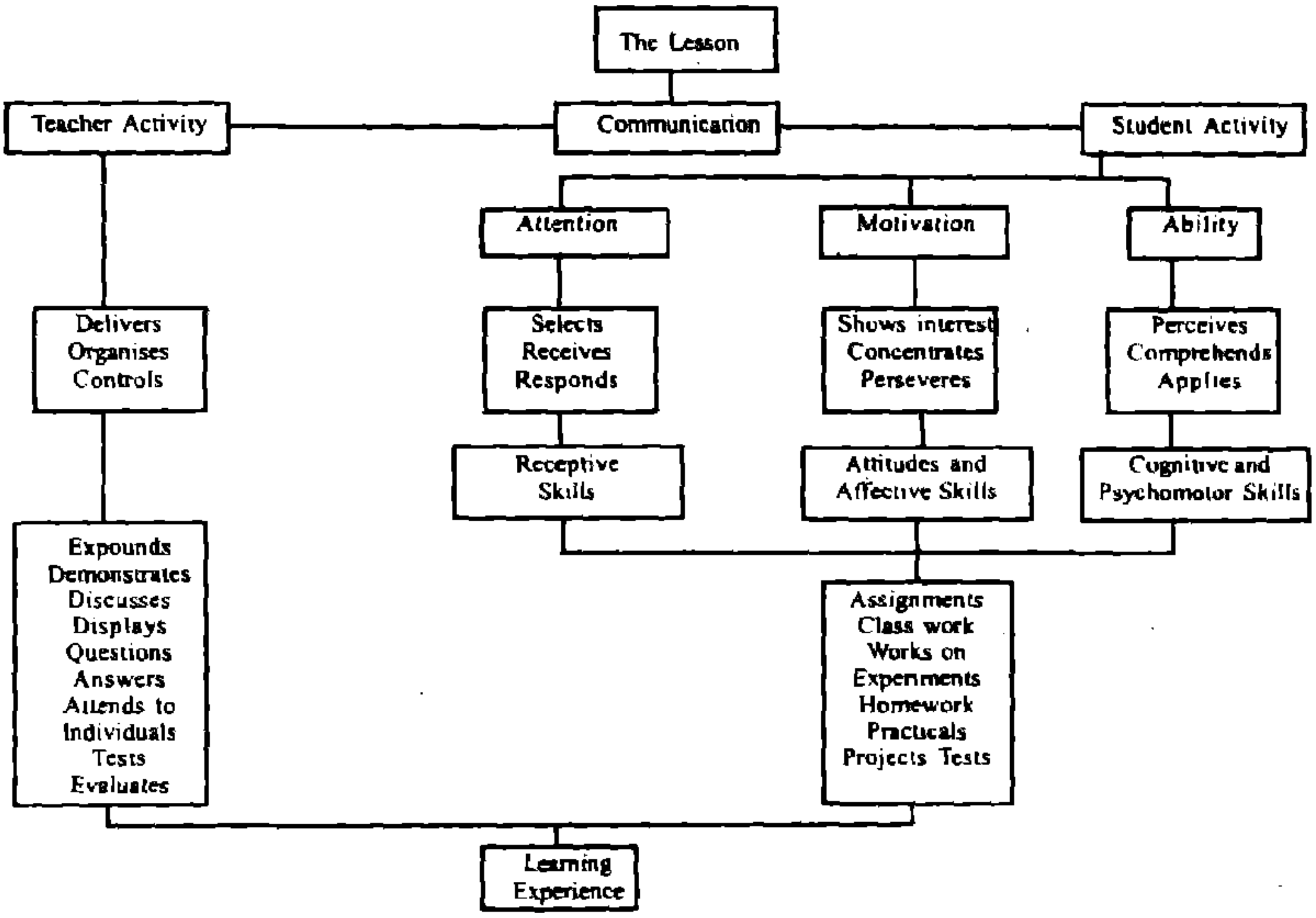
i. What are course objectives?
 What is training required for?
 Is the purpose to:
 Teach manual skills?
 Impart information and increase knowledge?
 Improve attitudes?

ii. What is nature of group?
 Will is be:
 Co-operative or obstructive? Hostile?
 Suspicious?

iii. Which instructional method would be best:
 Lecture?
 Lesson?
 Demonstration and practice?
 Case study?
 Role - play exercise?
 Discussion?
 Syndicate?
 Programmed learning?
 Learning package?
 Film and discussion?

iv. Who will give the instruction:
 Management?

Class Teaching System



Training officer?
Instructor?
Specialist guest lecturer?

v. What aids will be required?
vi. Where will the instruction take place?
vii. How long will it last?
viii. How will terminal objectives be measured?
ix. Who will conduct follow-up?
x. How much will it cost?

The following proforma gives an insight into the problem how teachers can improve themselves during teaching practice.

Proforma for self-evaluation of lesson by prospective teachers

i. Did I achieve the objectives of my lesson?
ii. Did I motivate effectively?
iii. Did I stimulate the students to further learning?
iv. Did I consider the individual differences?
v. Did I ask question?
vi. Did I rectify the students' faulty responses?
vii. Did I utilize the students' responses in developing the lesson?
viii. Did the students ask questions?
ix. Did I use relevant audio- visual aids?
x. Did I use audio - visual aids successfully?
xi. Did I use the chalkboard to the full intent?
xii. Did I draw clear diagram on the chalkboard?
xiii. Did I evaluate the major concepts as the lesson progressed?
xiv. Did I summarise the main concepts of the lesson?
xv. Did I give home assignment?
xvi. Did I finish the lesson in time?
xvii. Did I follow the systematic procedure in presenting the lesson?
xviii. Did I supervise the class during teaching?
xix. Did I maintain the discipline properly?
xx. Did I experience any difficulty in the conduct of lesson?
xxi. Could I improve the lesson if I have second opportunity to teach the lesson?

Resources for Student Teaching

Human resources and material resources are the resources for student teaching. Availability of these resources that are explained below determine the quality of the student teaching programme (Mohanty)

Human Resources

i. Competent method masters who have studied the content at least in their M Ed, or MA (Education) stages and have been teaching at schools.

ii. Audio - visual instructor

iii. Laboratory assistant

iv. Librarian

v. Research assistant

vi. Physical education instructor

vii. Health instructor

Material Resources

Demonstration/laboratory schools which provide opportunities to student teachers to observe and participate in their activities, provide opportunities for college teachers to undertake classroom teaching and research and provide class for demonstration, criticism and practice-teaching lessons and for evaluation of classroom teaching performances.

i. Co-operating schools of good quality in the vicinity of the college.

ii. Method subject wise rooms in the college

iii. Library with open access system

iv. Reading room with relevant educational journals

v. Rooms for holding tutorials 'discussions' seminars

vi. Auditorium

vii. Laboratory

viii. Play ground

ix. Audio-visual room with facilities for storing various audio-visual aids including equipments.

x. Audio-visual equipments consisting of television, close circuit television, video recorder, film strip projector slide projector, overhead projector, epidiascope, tape recorder cassette-recorder, record player, linguaphone films, videotapes, audio cassettes, film, filmstrips slides transparency sheets.

xi. Various types of proformas observation sheets, etc. to be used in student teaching programmes are

a) School observation sheet for student teachers

b) Classroom teaching observation sheet for
i) Peers
ii) School teachers
iii) College method masters

c) Non-classroom teaching activities observation sheet for

i) School heads or co-operating teachers
ii) College method masters
iii) Deers

d) Feedback sheets for use of school students

e) School data sheets filled up by school for use of college

f) Self evaluation sheets for use of student teachers

g) Student teacher bio-data sheet for use of schools

h) College staff member bio-data sheet for use of schools

i) Evaluation proforma

j) Blank profile for recording and evaluation of activities of a student teacher

k) Guidelines for student teaching programme including roles to be played by various categories of personnel-involved in it.

All the stated human and material resources may not be available in all teacher education institution. The student teachers have to make use of the available ones to the best.

Assessment of Student Teaching

Assessment of student teaching is a problematic subject. It consists of assessment of classroom teaching performance, ability to write a scheme of lessons, performance in non-classroom teaching activities, and writing of lesson plans. Classroom teaching performance is judged by observating one to five lessons, but the assessment of number of lessons varies from teacher education institution to institution.

The following aspects may be considered for assessment of student teaching:

i. Development of a proforma for assessment and evaluation for classroom teaching performance and related activities of student teachers.

ii. Explaining the criteria of assessment to student teachers.

iii. Assessing student teachers

iv. Restricting the scale of assessment to a live-point scale.

v. The aspects to be valuated and weightages to various aspects of evaluation may be follows

i) Classroom teaching performance: 50%
ii) Maintenance of lesson plan: 10%
iv) Preparation of a scheme of lesson: 20%
iv) Involvement in school programmes and activities besides classroom teaching: 20%

Expertise is necessary to assess evaluate and guide the student teachers. For this, adequate training is necessary to supervisory personnel. ❑

Improving the Status of Women

E Balagurusamy, Vice Chancellor, Anna University, Chennai delivered the Convocation Address at the fifteenth convocation of Avinashilingam Institute for Home Science and Higher Education for Women, Deemed University, Coimbtore, on Thursday, 6th November, 2003. He said, "The rural women need technical upgraduation of their skills/indigenous wisdom as well as be trained to become entrepreneurs. The engineering students can take up live projects relevant to the particular rural area/community, by identifying the basic skills which are to be upgraded, use their technical knowledge to improve their skills, by coming out with new tools/machine to increase the productivity, train the women with reference to the new technology, get patent and help the rural community to become entrepreneurs. This work can be done as part of their industrial training. Such an approach will mutually benefit students who can set up their own industry on completion of their courses as well as rural women who get the technical support needed without much burden on the finances of the government." Excerpts.

Women constitute 48% of the total population in India. Among these 72% live in rural areas. It was in 1945 that UN announced gender equality as a fundamental human right, but even today the rural women are subject to gender oppression and gender discrimination. Even after 50 years of Independence these women continue to live in a state of neglect and over exploitation. Scientific achievements and modernization are yet to make an impact on them. They generally have lower incomes and seldom have equal opportunities to develop their capacities. But the rural women provide a vast reservoir of untapped potential. Given empowerment in terms of knowledge, information, the right environment and proper skills, women can lead the nation to greater heights socially, economically and culturally

Empowerment as a concept was introduced at the International Women's Conference at Nairobi in 1985. The conference defined empowerment as a redistribution of social power and control of resources in favour of women. An important means of women's empowerment is economic independence through information, knowledge and necessary skills. If a woman is economically a versatile parasite, she can never claim an equal status with men. Women's awareness about development is basic to achieving this economic empower-ment. Even after half a century of independence, 70% of women workforce are employed and getting paid only in unskilled jobs. Women should be provided with upgraded technical skills which alone can ensure a quick beginning of the earnings.

The Tamil Nadu Government has taken a number of steps for empowerment of women, including elevation of women to key posts like Chief Secretary, Chairperson, Tamil Nadu Public Service Commission, Chairperson, Tamil Nadu WAKF Board and Chairperson, State minority Welfare Commission to mention a few. The women have been appointed as executive officers in temples and the state has to its credit the first ever women commandos unit in the country. The government has various welfare schemes for women and children. The effective functioning of 1.75 lakh Self Help Groups (SHG) comprising about 20 lakh women in Tamil Nadu, exemplifies the resounding success of Tamil Nadu's women development schemes. But without the fullest cooperation and participation by the people like you, any good scheme of the government is not sustainable

Role of Self Help Groups (SHG)

A Self Help Group is a group of people possessing a common experience, problem and condition or situation, who come together to share their experience knowledge ideas and to give and receive support from others with the same experience. Each Self Help Group consists of 15 to 20 members. For example, if a group of 15 women in a village is interested in tailoring, each contributes about 100 rupees per month (approximately 3 rupees per day) for 12 months and thus have a working capital of Rs 18,000 per annum which is used for buying tailoring machines, etc. During these 12 months, at the end of every month Rs.1,500 is lent to the needy person in the group who will promptly return it within a year. This is known as micro credit system which helps the needy person as well as supports the group activity. Once established the SHG gets financial help from banks for further expansion.

About SHGs

Thus the concept of Self Help Groups has emerged to rescue women from distress, ill treatment and to give recognition for her valuable contribution. Self Help Groups are playing a major role in empowering women in different aspects of education, freedom, rights, security etc. Self Help Groups are formed by motivating and encouraging women where they can save money and rotate the money among themselves by lending the money to the needy persons in the group. These women groups slowly get strengthened over a period of time and is assisted financially by the banks to take up entrepreneur activity suitable to the group. This entrepreneurial activity is selected by the group, taking into account different factors such as marketing of the products, raw material availability and the amount to be invested. Training is given to the women groups to take up entrepreneurial activity of their choice. Entrepreneurial activities are dairying, jam, jelly and pickles making, tailoring, basket making, papad making, etc. The silent revolution of empowering women has just begun and still there is a long way to go to make the dreams of women empowerment to come true.

This is where the educated individuals like you come into play in helping the Self Help Groups. The Self Help Group activities need not stop with just papad/pickle making or tailoring. The economic growth of SHGs can improve to a great extent if they are trained in, new and upcoming technologies / industries with the help of the educated mass. The empowerment of rural women will become a reality only if the attitude of the empowered top creams of the society changes to help these people with full support of the government. To this end, the Universities, NGOs, Voluntary Organizations, Banks, Self Help Groups and government organizations should come together and interact to transfer technological knowledge and up gradation of skills to the grass root women and give them entrepreneurship training taking into account the market demand, infrastructure and finances. To achieve this the educated women should take up entrepreneurship.

There are about 75,000 engineering graduates and 1,75,000 of science and arts graduates graduating every year in Tamil Nadu and not all of them get jobs. If these students can be given entrepreneurship training in appropriate areas of skill development of rural people, there will be mutual benefit for the students as well as the rural women belonging to the Self Help Groups. Thus the student becomes self employed on graduation and at the same time help SHGs for their socio - economic improvement,

Transfer of science and technology to rural women is the need of the hour. The majority of the poor comprise of agricultural labourers, small and marginal land holders and rural artisans normally thrown out of gear away from their traditional skills like weaving. Unemployment, ignorance, illiteracy, large family size, ill health, lack of sanitation facilities, lack of basic needs like water, food and shelter, the fatalistic attitude of people bound strongly by customs and traditions communal riots and above all their exploitations by the middlemen and rich men have been playing havoc in our rural setup adding misery to the poor. As a result some of the beautifically designed rural development programmes launched by the government from time to time to combat poverty and unemployment have not made a revolution. The expected revolution is possible only through meaningful integration of Science and Technology into the life of the rural people, making use of the vast resources running into waste in a country inhabited by starving people.

The priority areas are:

i. Provision of clean drinking water
ii. Education
iii. Health, immunization and nutrition
iv. Agriculture
v. Environment friendly projects for different skills
vi. Renewable energy system
vii. Solid waste management

Role of Universities

For quite a long time, universities are functioning in isolation from development process. Sensitizing the students about rural problems is quite essential and fruitful. The role of agencies like Voluntary Organizations, Self Help Groups and NGOs are very appreciable in empowering rural women. The agencies have to validate the micro level planning at every stage of implementation. Government as the nodal agency, has to coordinate towards the sustainability in development process. To achieve this and to improve productivity through science and technology, participation by student groups is essential to develop the entrepreneurial activities for the rural women as well as for the students. Educational institutions can act as catalysts for sustainable development in India, by sensitizing and equipping through direct exposure. The ingredients of the programme should include imbibing a concern for ecology and economy, environmental literacy, ecocoalition environmental governance, networking with campuses and campus–out reach programmes. The NSS Volunteers of both arts and science colleges as well as Engineering colleges can be made use of to carry out the Science & Technology projects to improve the quality of life of rural women.

There are nearly 230 engineering colleges affiliated to Anna University, apart from the five government colleges. The total number of engineering graduates will be around 75,000 per annum which is 1/4th of India's and 1/10th of World's total engineering graduates per annum. It is not possible for all of them to get jobs either government or private. Neither is it possible to arrange industrial training for all the students as part of their curriculum. There is nothing more dangerous to a country than a large number of frustrated youth. But these students from Tamil Nadu are extremely talented, a fact known worldwide and we fail to make use of their full potential. Most of these engineering colleges are situated in rural areas covering the entire state of Tamil Nadu. The same is the case with arts and science colleges which are 350 in number in Tamil Nadu, catering to about 1,75,000 students.

The rural women need technical upgraduation of their skills / indigenous wisdom as well as be trained to become entrepreneurs. The engineering students can take up live projects relevant to the particular rural area/community, by identifying the basic skills which are to be upgraded, use their technical knowledge to improve their skills, by coming out with new tools/machine to increase the productivity, train the women with reference to the new technology, get patent and help the rural community to become entrepreneurs. This work can be done as part of their industrial training. Such an approach will mutually benefit students who can set up their own industry on completion of their courses as well as rural women who get the technical support needed without much burden on the finances of the government. The thrust areas can be identified through NSS volunteers when they go for camping to their respective adopted villages. In your university, the NSS volunteers can take up projects related to health and nutrition and agriculture. Some of the priority areas where the rural people are to be sensitized and given training are:

i. Water

Most of the rural folk do not have clean water for drinking. Whatever water is available may contain harmful ingredients like fluoride, etc. The students can test the water quality using suitable scientific methods, try to improve the quality of water by simple technology and teach each village panchayat to supply drinking water by setting up their own industry on a small basis similar to mineral water supply to cities by small scale entrepreneurs. The technology should be upgraded to improve the quality of water using the natural products (some of them are known by traditional wisdom) without using harmful chemicals / pesticides that are being used by mineral water manufacturers.

According to the latest UN report, the water quality in India is third worst in the world. This is due to ecological degradation onset by indiscriminate industrial and chemical waste led into rivers/soil by many industries including some multinational companies. The villages in and around Kanchipuram and Tirupur have only contaminated water by industrial pollution. The weaving community has to be taught to use natural dyes even though it is slightly more expensive to avoid much contamination of water and to avoid skin diseases. The technical institutions should provide necessary inputs by taking up research in this area.

The rainwater harvesting techniques should be taught to more rural women and the NSS volunteers can do a pilot project in each area. The quality of water in each village can also be assessed by these students and the students can take up projects to improve the quality based on their findings.

ii. Health

The NSS volunteers can teach them about basic hygiene and clean environment. They can be taught the various immunization schemes, family planning and prevention of HIV/ AIDS. For simple remedies the local traditional knowledge or wisdom can be used to make available alternate medicines that can be manufactured by SHGs in their area. The 'Concept of Doctor on Foot' popular in Maharashtra can be used to train women on the use of basic medicines.

iii. Nutrition

The majority of the rural women live in poverty and lack food supplement to improve their health. Many of women are anaemic, have thyroid malfunction, protein deficiency, etc. Each village can be taught to augment vitamin/protein/ iron intake by natural substitutes that can be grown very easily in their village like greens for iron, curry leaves for vitamins, mushrooms for protein, cotton seed oil for vitamin E, sprouted grains for vitamin B etc. The whole grains rich in vitamins can be used by rural women instead of the polished ones obtained by the machines. The technology can be used to reduce the labour in producing whole grains by women. The concept of whole grains can be used to empower women economically, as it can be effectively used to prevent and provide treatment of cancer and there will be demand in the market for such products. Your university has the necessary expertise to deal in this area.

iv. Agriculture

Women constitute 47% of the agricultural force in India. Rural women play a very significant role and contribute a lot to the agriculture and allied activities. Although India has achieved self-sufficiency in food production, sustainability in food supply is a big challenge in view of the growing population. Moreover, agriculture in developing countries heavily depend on farm women and majority of labour contribution comes from women folk. There are several ways to improve the capacity of women to enhance their contribution in sustainable agriculture. It is necessary to encourage farm women to build up their farming operations gradually with marginal use for external inputs. Use of improved farm yard manure, compost, vermicompost, green manure and bio-fertilizer can be encouraged.

Motivating rural women to take up vermicompost production not only boosts their crop production but also helps in come generation. Even landless women can help Self-Help Groups to collect cow dung, agriculture waste from community fields for recycling and this activity will reduce the environment pollution as lot of wastes are recycled. Collection of minor forest products particularly oil seeds like neem, pongamia, mahuva is another area where women can play a significant role. Women have a vast knowledge in genetic resources, especially about the eco-system. Women play a crucial role as custodians of this genetic diversity and the related knowledge on varieties and their uses for food, medicines, etc.

Women farmers are the 'scientists' and 'decision makers' in the selection and improvement of bio-diversity. Small scale food processing is a popular activity, very well accepted by rural women. Another strategy for empowering farm women is, training of women in judicious and appropriate use of agro chemicals at proper stages of crop growth and it would further lower the cost of production and reduce environmental pollution while increasing yields. To conclude, it is the need of the hour to give training on various innovative technologies to farm women on emergent basis. Such training will improve their technical skills which in turn will maximize the crop production and sustain the food security of the world's ever growing population.

v. Legal Awareness, Globalization and Patents

The rural women should be made aware of the basic constitution laws that protect the women's rights including property rights. The NSS volunteers can take up legal awareness programmes for women. Indian rural women have indigenous knowledge passed down the generations with respect to agriculture (such as natural pesticides and alternate crops medicines, etc). This indigenous knowledge can be considered as one of the alternate models for sustainable development in India. Special intensive efforts are required to brief this hidden knowledge to the outside world with proper patents obtained, in this age of globalization. Further training is absolutely necessary in the aspects such as types of patents, trade secrets, certification, labeling, etc. They must also be made aware of the marketing possibilities, credit and working capital, loans by commercial banks and nodal agencies. Political awareness is also a must. The NSS students of your University can be made use for the above.

Suggestions for Improving the Status of Educated Women

Most of the urban, semi - urban women are educated but all of them are not unemployed, more so, the married women. The human resource is going waste in this context. Most of them find it difficult to balance a job and a family, largely due to societal constraints and the attitude of the family members.

i) Special training can be given to these women on unconventional jobs that can be done from home itself by using the computers and telephone lines to support e-com services or set up PCOs, Call Centres, etc. They can prepare resource material for rural women from home, which can be supplied to the SHGs by government.

ii) They can take up jobs with flexible timings.

iii) Most of the science graduates and postgraduates among women are not employed. They can be used in schools with proper training by distant education methods. There is a rapid attitudinal change for the brilliant students to take up only engineering and not sciences and as a result, mostly mediocre students take up science and arts and the state will soon face a shortage of quality teachers in schools. There are about 75,000 engineering students out of which 15% are women and 1,75,000 arts & science students out of which nearly 50% are women.

iv) Special stipends / fellowships can be made available to women to take up research for the societal missions. The post graduates can be given special training by qualified educational institutions to make them pass GATE, NET exams to qualify for research fellowships at national level and to appear for IAS, IPS like competitive exams. DST has introduced a special scheme for women in which the fellowship is attached to the student which can be carried to another university in case of marriage, transfer for husband, etc. Similarly, UGC is introducing Part time fellowship for women from the coming academic year.

v) The science graduate women can be trained with the technological tools and techniques to set up bio-tech parks exclusively for women.

One more point I would like to stress is on incorporating ethics and values in education. The modern day curricula are increasingly driven by the goal of achieving technical competence. They certainly produce competent scientists, technicians, managers and the like but do they produce good human beings? There is a felt need, for value clarification and assessment of ethical implications. We need to produce scientists, technologists, doctors, lawyers and managers who deliver results with passion, compassion and commitment.

In conclusion, I would like to request you to commit yourself to the following:

i. Advocate improvement of status of women and girls by your active participation in related programmes.

ii. Promote life long learning.

iii. Enable graduate women to use their expertise to effect changes.

iv. Inculcate moral and ethical values at home and in education to build a prosperous India. ❑

CAMPUS NEWS

AIIMS Convocation

The 33rd Convocation of the All India Institute of Medical Sciences, New Delhi was held recently. Vice President of India, Hon'ble Shree Bhairon Singh Shekhawat delivered the Convocation Address. Sushree Sushma Swaraj, Hon'ble Union Health Minister presided over the function. "It is important to protect the traditional medicine sector in the context of changing patent laws and intellectual properly rights. We cannot allow the reservoir of our traditional knowledge, which has been in the public domain for centuries, to be pirates for patent claims and commercial exploitation in the name of innovation," said Shree Shekhawat, while addressing the gathering. Pointing out the strength of the traditional health care system of Ayurveda, he added that institutions like AIIMS would do well to explore and further build on this rich heritage of knowledge. Calling the convocation ceremony as an "important milestone" as it marked the culmination of years of earning, he said this was the time for students to ponder about the future work order. Charting the progress of the country since independence, he pointed out the challenges ahead, especially in the sector of education and health care.

Raising the problem of braindrain, Mr. Shekhawat queried, "Our doctors and engineers have recorded extraordinary success in the US and other developed countries. Why have they migrated to those places? Why even now there is a longing for migration? Perhaps because they crave for a better environment where their talents can flourish without constraints. Cannot we create the same environment and atmosphere in our country?" Urging the graduating students to practise professionalism, he remarked. "It is a paradox that with the advancement of technology, investigations and treatment are becoming costlier everyday and well beyond the reach of the common man". Referring to the rich culture and heritage of our country, he asked the students to follow the axiom of "*Vasudhaiv Kutumbakam*" and adopt the ethos of "*Satyam Shivam Sundaram*".

Highlighting the achievements of the country's premier medical institute, the AIIMS Director, Dr. P. Venugopal, noted that even with a number of new medical institutions emerging in the country, AIIMS remained a "unique nursery" of talents. "We have recently instituted a complete review of the undergraduate medical curriculum with a view to bringing it even closer to modern scientific content and Indian social context. We are now ready to play a catalytic role in the establishment of new AIIMS-like institutions across the country, as envisaged by our Health Minister," he said. He also listed the latest improvements in facilities including an increase in the number of beds, expansion of the cancer hospital and the addition of new private ward rooms. Degrees were awarded to 380-odd students from various disciplines. Prizes and medals were also presented to meritorious students.

Workshop on Value Oriented Education

The Department of Education, NEHU, Tura Campus, Tura, organized a Workshop on 'Value - Oriented Education' for the Secondary and Higher Secondary School teachers of Garo Hills recently at its Campus. Dr. Benudhar Chinara, the Workshop-Director and Head incharge, Department of Education, NEHU, Tura Campus in his introduction elaborated the objectives of Workshop. He said that the teachers as human engineers must assist the learners to blend their both rational and spiritual minds, to develop their inquisitiveness for knowing virtues and becoming virtuous, and thereby to grow and develop themselves into holistic humans.

Inaugurating the Workshop, the Chief Guest, Prof. S.S Khare, Pro-Vice Chancellor of the Campus, emphasized the importance of human-values for the complete development of every individual human being. He felt that in a world beset by strife, violence, distrust and conflict there is a universal urge now to formally introduce value education in the institutions of learning and evolve effective strategies for value - inculcation among the youths. He reminded that if a teacher can not show light to students at least he should refrain himself from shedding darkness to them. Mr. I.K. Sjpngma, former Additional DPI of Meghalaya, was the Guest of Honour. Addressing to the participants he said that values as guiding principles to life enable the individuals to make proper adjustments in the society. As models, he called upon the teachers to set good examples of conduct and behaviour which the students may imbibe. Over and above he added that the parents, guardians, educators, supervisors and administrators should make every effort to promote value-oriented education in and outside the educational institutions.

The paper entitled 'The changing perspective of values in A. Chik (Garo) society' of Prof. C. R. Marak, Head, Department of Garo, NEHU, Tura Campus was presented by Mrs. Nikme S. C. Momin, the coordinator of the workshops. This paper focused on the value system in the traditional A. Chik (Garo) society. It stressed that the society is passing through a period of transition where the people are confused to recognize the values of dignity of labour, parent-child relationship, peace and conservation of forests. Mrs. B. K. Sangma, former Director DERT, Meghalaya presented a paper on 'Traditional values of Garo society in the context of 21st Century'. She emphasized that the traditional values of preservation of environment, tolerance, team-spirit, cooperation, love, peace, diligence, integrity, and courage for which Garos are widely known for are still relevant in this 21st Century. She sadly expressed that these values are replaced by gun values. The teachers along with parents and elders must make conscious efforts to inculcate these traditional values of Garo society among children and youths through family, social, academic and religious institutions. It will help them to take proper decisions and adopt right type of life style.

Dr. Chinara presented a paper entitled 'Techniques and strategies for inculcation of values'. In the process of interaction with the participants, he argued that at no point of time the students must be indoctrinated into certain pre-determined values through the approaches of dogmatism, discourse, pleading, nagging and blind identification. Rather, the values oriented to welfare and critically responsive to change must be nurtured among them through self-introspection, clarification of value-related issues, comparison of one's set of values with the value system of significant others, study of biography of great personalities, and association with good humans. The teachers from different schools of Garo Hills presented their respective institutional case study on Value-Oriented Education on which there were deliberations. The Workshop Director proposed a vote of thanks.

International Workshop on Indian Monsoon

The Indian Monsoon is a topic of great interest as it affects the climate and influences the agricultural economy of a large proportion of the Indian population. Too little or too much of the monsoon has proved disastrous. Predicting the behaviour of the monsoon is crucial, and for this a clear understanding of the past trends in climate, particularly during Holocene, is a prerequisite. Paleoclimatic information may be obtained from instrumental and historical records and also from a variety of archives of paleo-information like lacustrine and marine sediments, tree-rings, speleothems, ice cores and peat bogs. Recent studies have shown that greenhouse gas-forcing is becoming increasingly important in global warming. Climatic changes in the future, therefore, will be dependent both on natural variability and anthropogenic effects. In this context, it is important to decouple the two and specially examine the natural variability that is recorded on time scales of years, decades, centuries and millennia. Realising the importance of the monsoon, the Geological Society of India is organizing an International Workshop on the Indian Monsoon and Climate Variability during Holocene, on May 17 and 18, 2004 in Bangalore to stimulate interaction and discussion on these aspects among invited scientists from India and abroad. The Workshop will be held at the National Institute of Advanced Studies (NIAS), Indian Institute of Science Campus, Bangalore. The financial assistance for the Seminar is obtained from PAGES International Project Office, Bern and it is Co-sponsored by the Department of Ocean Development; Department of Science and Technology; Council of Scientific and Industrial Research; Indian Space Research Organisation at Bangalore, India.

The themes of the Seminar are:

- How and why did the Holocene climate vary on different time scales?
- How well do properly dated marine and continental records match?
- Are there new instrumental and historical data for the Indian monsoon?
- Are there new paleoclimate proxies?
- Is there a relationship between the Indian monsoon and the adjoining ocean basins?
- What is the forcing mechanism for the Century-to millennial-scale climatic changes?
- How can information on paleoclimate and its variation improve the performance of climate models?
- How can the Indian monsoon be modeled effectively, using General and Regional Circulation Models?

- How well can these models explain past climatic changes?
- Can the Indian monsoon be predicted effectively?
- Future trends in Research and Development.

The Workshop is open to the scientists who have an interest in paleoclimate / paleoceanography of late Quaternary, particularly during Holocene. Registration Fee for Indian delegates is Rs. 1000; and Foreign delegates: US $ 100. The scholars interested in participating in the Seminar may apply in a filled in Registration form and send along with abstract to the Convenor. For further details contact Dr. R. Shankar Department of Marine Geology Mangalore University Mangalagangotri, Karnataka-574199 India Email: rshankar_l@yahoo.com shankraa@yarioo.com Phone: 91-824- 2287389 (O), 2441907 (R) Fax: 91-824-2287367, 2287424.

National Conference on Advances in Concrete Technology —ACT 2004

Department of Civil Engineering and the Indian Concrete Institute - Patiala Centre organized the National Conference on Advances in Concrete Technology recently. It was the second in the series of conferences on Concrete technology started in the year 2000 under the aegis of Indian Concrete Institute. All India Council for Technical Education (AICTE) sponsored the Conference. Dr. Maneek Kumar. Assistant Professor of Civil Engineering, TIET, Patiala and Honourable Secretary ICI- Patiala Centre and Dr Naveen Kwatra, Assistant Professor of Civil Engineering, were the conveners of the Conference. Dr. Rafat Siddique, Professor and Head of Civil Engineering, TIET, Patiala was the Chairman of the organizing committee.

Er. B. S. Sabharwal, Chief Engineer, Design and Construction, Punjab State Electricity Board inaugurated the conference. He stressed the need for strong Industry - Institute interaction for carrying out innovative and economic construction. Dr. S K Kaushik, Professor of Civil Engineering at IIT, Roorkee and Former President of ICI delivered the theme address on Present and Future Concrete Practices Dr. S. C. Saxena, Director, TIET and TCIRD presided over the inaugural function. The Conference covered wide variety of topics ranging from admixtures to modeling in concrete, particle packing theory to probabilistic design. A total of 24 technical papers and seven keynote lectures were presented during the Conference spread over six technical sessions.

The technical sessions had keynote addresses by renowned personalities from academics and industries. The keynote speakers of the various technical sessions were Er. C.M. Dordi. Vice President. Ambuja Cements Limited, Dr. S. K. Kaushik, Professor of Civil Engineering at IIT, Roorkee. Dr. C. S. Vishwanatha, Chief Consulting Engineer, Tor Steel Research Foundation in India and Er. N. P. Rajamane, Deputy Director and Head, Composite Materials Division, SERC, Chennai.

The learned speakers highlighted the need for using blended cements having fly-ash and other pozzolanic admixtures. It was observed that the use of fly ash in India as compared to developed countries is very less and hence its utilization be Increased. It was recommended that the government organizations should make it mandatory to use fly ash in all their building projects. One of the speakers highlighted the fact that concrete technology has made rapid strides in India and now-a-days concrete of as high strength as 150 MPa is also being produced. It was also recommended that the future of efficient and quality concrete construction lies in use of self-compacting concrete.

The last technical session was chaired by Dr. D.S Sidhu, Professor and Head of Civil Engineering. NIT Jalandhar and Chairman of ICI Patiala Centre had keynote presentation was delivered by Dr Rafat Siddique, on 'Combustion by-products in Construction Materials' and Er. Jose Kurien, Vice President (North) of ICI, on 'Recent Concrete Bridges and Flyovers in Delhi'. Dr. Maneek Kumar presented a technical paper on 'Probabilistic procedure for Design of Concrete Mixes. The Conference concluded with a valedictory address on 'Some Recent Outstanding Concrete Structures' by Prof. M.C. Tandon, President, Indian Concrete Institute. Prof. Tandon presented a brief overview and characteristics of the latest techniques used for carrying out fast track construction of concrete structures. He elaborated the concepts with live examples. Dr. S.C. Saxena chaired the valedictory session.

AICTE - ISTE Short Term Training Programme on Advances in Hydraulic Flow Measurements

Hydraulic Fluid flow measurements have gained major significance due to increasing awareness regarding conservation and optimum utilization of natural resources like water. The need for measuring the discharge in closed conduits, streams and rivers arises from the value of water to the community. As population expands and industry develops, so does the availability of water become increasingly important to mankind. A knowledge of the quantity available is the first stage in the efficient management of this vital resource. To support and extend the application of theory to the academicians, engineers and persons related to industries the Department of Civil Egineering, College of Technology, G B Pant University of Agriculture and Technology, Pantnagar is organizing an ISTE - AICTE sponsored short term training programme on Advances In Hydraulic Flow Masurements (Ahfm) during 14h - 19th June 2004. The feature of the one-week extensive programme is its completeness in introducing the entire range of flow measurements techniques to the participants. Also the programme would enable the participants for creating a better understanding and to explore the new design and research ideas for the success in future. The course outline comprises of

- Basics of Flow Measurement
- Flow Measurements in Closed Conduits and Open Channels
- Recent Developments in Flow Measurement Techniques
- Flow Measurement Equipments, their Calibration and Demonstration
- Field experiences and Site visits

The course is meant for sponsored faculty members of Engineering Colleges/ Technical Universities/other Institutions approved by the AICTE. 15% participants can be from Polytechnics, provided they meet the eligibility criteria. Professionals working in Private / Public / Government Organizations / Industries, Scientists / Engineers in R&D establishments are also eligible to apply for participation. Interested candidates may participate in the Programme. Last date for submission of application forms is May 8, 2004. The application form along with the information brochure may be downloaded from the website http://www.gbpuat.ac.in or http://hjshivaprasad.tripod. com/ahfm. No course fee will be charged from the faculty members of AICTE recognized Engineering Colleges / Polytechnics. Refundable Caution money of Rs. 200.00 is to be paid along with the application in the form of a draft. The money is refunded, if the candidate attends the course or is not selected for the course. A registration fee of Rs. 1000.00 is to be paid by all other participants in the form of a crossed Demand Draft drawn in favour of "Coordinator, STTP on AHFM" payable at State Bank of India, Pantnagar (Code 1133) or UCO Bank (0678) or Punjab National Bank towards their non-refundable registration fee. For the participants only from the AICTE recognised Engineering Colleges/ Technical Colleges/Universities/Polytechnics, to and fro journey TA will be reimbursed by the shortest route and DA will be paid as per AICTE-ISTE norms. No TA/DA will be paid for all other participants. For further details contact the Course Coordinators Mrs. Jyothi Prasad and Mr H J Shiva Prasad, Department of Civil Engineering, College of Technology, G B Pant University of Agri. & Tech., Pantnagar-263145 U S Nagar Dist, Uttaranchal State Tel: (05944) 233 491(O) (05944) 233 731(R) Fax: (05944) 233 338 / 233 473 E-mail:prasad_jyothi@lycos.com or hjshivaprasad@hotmail.com or hjs_prasad@yahoo.com

AIU News

Secretary General's Visit to Pakistan

Prof Dayanand Dongaonkar, Secretary General, AIU was invited by the Board of Control for Cricket in India (BCCI) to witness the India-Pakistan Cricket Test Match held at Lahore recently. The Secretary General utilized this opportunity and visited Lahore University of Punjab, Lahore. He had a meeting with the Vice Chancellor of the University Lt. Gen (Retd) Arshad Mahmood and Registrar of the University. The visit was very cordial and conducted in a good atmosphere. Prof Dongaonkar invited Lt. Gen (Retd) Mahmood to visit AIU during his future visit to Delhi. The Secretary General also proposes to invite them to participate in the North Zone Vice Chancellors' Conference being organized by the AIU at Guru Nanak Dev University, Amritsar in August 2004.

The Meeting was very fruitful with good exchange of academic views. This initiative was taken mainly to strengthen the academic relations between the universities in India and Pakistan.

News Abroad

BSc and MSc Courses in Engineering Physics at TU Munich

The Technische Universitaet (TU) Munich has introduced two international degree courses aiming at BSc and MSc in Engineering Physics with the choice of a specialisation either in Materials or Energy Science. Language of instruction is German and English; classes of German language and integration sessions for foreign students are part of the programmes.

The deadlines for applications for the BSc and MSc programmes are 31 May and 15 July 2004 respectively. For further information and downloadable application forms please visit http://www.ph.tum.de/msc ; http://www.ph.tum.de/bsc

International Degree Programme in Molecular Biology and Neurosciences

International students holding a BSc can now obtain an MSc or PhD degree in Molecular Biology or Neurosciences with the respective courses taught in English. The programmes are offered jointly by International Max Planck School and Georg-August-University Goettingen.

With this course, the minimum duration of a Master degree is 1.5 years only. Also a Bachelor student with excellent academic performance can register him/herself directly for a 4 year doctorate. Some scholarships are available for this programme. Applications can be sent in from 1 October 2004 to 31 January 2005. For further information on the Molecular Biology programmes and application forms please refer to the website http://www.gpmolbio.uni-goettingen.de or write an email to the Coordination Office: gpmolbioneuro@gwdg.de; for Neurosciences visit http://www.gpneuro.uni-goettingen.de or contact gpneuro@gwdg.de. ☐

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Evolving Participatory Teaching Methods: Some Reflections

The words "Participatory Teaching Methods" imply the determination or consciousness of relative direction to the teachers for teaching. Through this paper I have attempted to provide that direction to us, the teachers, while recognizing the existing constraints, hurdles in effective performance and our roles in and outside of the classroom. This Paper is borne out of the practical experiences gained by a few friends in course of teaching different subjects in different institutional setups

The National Education Policy (1986) and the Programme of Action (1986) brought out by the Ministry of Education has given the much needed impetus to promote the scheme of orienting college and university teachers in pedagogical skills, foundations of education, personality development and evaluation techniques. In consonance with these viewpoints, the need to bring out instructional and reference materials that could be profitably used by us. Hence this paper intends to serve the following objectives:

1) To evolve teaching methods to make teaching more effective.
2) To identify issues related to teaching in the undergraduate, graduate and postgraduate levels.
3) To evolve strategies or a common framework for the teachers.

Ten per cent of a person's total learning is said to occur inside of the classroom and to teach is to help or guide someone's learning. Teaching is rooted in learning: the two cannot be separated. Teaching, according to James Michael Lee, is not an operative art, that is one exercised on passive matter as in sculpturing, but rather a cooperative art in which the activity of the students mind is of primary importance. Teaching is causing to learn. Nothing has been taught until it has been learnt. A teacher is someone who possesses or embodies some knowledge, a skill or a belief and who is usually making the judgment that it is a good thing to try to share it. When the community felt there are particular kinds of knowledge or skill that have to be continuously maintained and the process of that knowledge or skill to those who need to acquire it should be reliably organized and repeated-the need for a teacher arose. As is well known that real knowledge is infinite and cannot be possessed, the forms in which the human senses grasp it and the mind codifies it are tentative and arbitrary, not absolute, are validated only when knowledge is successfully applied to current needs; that symbolic communication has to be continuously enlarged and enriched and even created to accommodate new perceptions herein the role of a teacher becomes important one. It is he, who realizes that knowledge is all around us, overwhelming in its diversity and oppressive in its insistent challenge to our beliefs.

The teacher's role is that of a mediator between the individual and the mass of information - it's selection, use and final absorption. An ideal teacher understands the way in which people at various ages and various stages of development perceive the world around them and the way in which these perceptions are affected by cultural or social differences and by individual variation and handicap-how thought is constructed, how critical faculty is developed and then exercised and ultimately promotes the personal growth of the student. Thus, the teacher's responsibility goes far beyond the transmission of knowledge to that of a catalyst or facilitator promoting the reactions of learning and growth as a result of encounter between human capabilities and increasing knowledge. In this role, a new set of competencies can be identified as components of the professionalism of the teacher's role such as a diagnosis, response, evaluation, personal relation, curriculum development, social responsibilities and administration. This model, to our judgment, will really lend dynamism in to the teaching- learning process. Each component of this model is explained as below:

Diagnosis: This involves accurate estimation of the individual needs for an individual. In this respect we felt identification of the background or composition of students comprising a class such as social, cultural and economic, of course economic is of utmost necessity. Especially, in rural and tribal areas, there are a large number of first generation learners, who in spite of their hard work and desire of learning need some special care.

Response: Response is a matter of meeting the needs that have been identified. In this respect, we found a number of issues that needed attention .For example, majority of us, especially those who are teaching at undergraduate and graduate levels have to handle either overcrowded classes or scanty classes (in case of rural or tribal areas where either the enrollment is less or attendance of students used to be less, in general) where it is very difficult to impart quality lectures in both types of the cases and personal attention in earlier case, i.e., overcrowded class. Many institutions suffer from inadequate infrastructure facilities also.

Evaluation: It means to estimate the nature of the change that has occurred in the student as a result of proper diagnosis and response. In our view, in the long run, the only evaluation that affects anyone's real commitment is, his own evaluation of himself and it is deeply affected by one's experience s right from childhood, the judgments passed upon him by others, self image, self-respect, realistic self confidence, recognition of general achievement. In this respect a teacher can really help the students in the development of a positive self-image.

Personal Relation: According to me this point deserves the most importance. The classroom situation should be such that it does not breed antagonism between teacher and the taught. The teacher should have considerable skill to dissolve such antagonism. The classroom situation, as some American researchers observed, should be non-hierarchical. The teacher should be liberated from the subtle conditioning of his own home/social environment, belief system and biases, other wise it will lead to a disastrous alienation of students. Lectures need to be more interactive, encouraging student's involvement at every stage.

Curriculum Development: Hennion, writing of the African situation, speaks of the active role that a teacher needs to play in periodically adjusting the instruments and agents of the changing needs in terms of cultural, social and economic realities through the updating of the syllabi and teaching materials.

Social Responsibilities: Poor learning may also result from domestic discord, the manifold embarrassments of poverty, hunger and emotional problems. In such situation, a teacher can be very good counselor provided he or she succeeds in winning the confidence of his or her pupils. Then only the full potential will bloom rather than being deformed.

All these facts said put an array of demand upon the teacher and raises many questions. Firstly how much can be asked of one teacher-because of the amount of physical demand of the job in terms of time and energy in addition to the financial commitments. We also need to remember here the plight of female teachers who generally come under severe mental stress and sustain in striking a balance between demands of their family and the job. In our opinion there should be courses on stress management for the teachers also. Then only they can contribute effectively. to the society.

Suggestions

- The teacher need to develop a work culture in the sense that the teacher should be well read, have interest in current issues and lecture should be well planned and well prepared.
- For efficient delivery of lectures, the teacher needs to have mental equilibrium. The teacher should reach the college few minutes early to take rest before going to the class.
- A teacher should discourage any type of distractions in the class, which is sometimes caused by the late entry of students, eye-catching attires worn either by the teachers or by the students.
- Teacher's attention is one of the most basic of all influences on student's behaviour. The teacher's smile, words of encouragement, praise, and evaluation powerfully affects the student behaviour. Systematic use of attention makes the teacher successful in changing the behaviour of students socially and academically.
- A teacher should be loud, clear and precise especially in a large group teaching.
- Holistic approach of teaching should be adopted by the teacher.
- Encourage students to develop and cultivate language skills especially in those parts of the country, where mother tongue is not the language of medium of instruction.
- Cite real life happenings and local happenings as examples, which will be easier for the students to relate to.
- Sensitise them and be sensitive about aspects of gender, caste, tribe, class, rural, urban, elite, poor etc. and help them to transcend "these identities".
- Encourage exposure to all kinds of source materials besides classical texts such as oral tradition, folk tales, print media, cinema, graphs charts, etc.
- Encourage filed trips (wherein possible) so that they can interact with people from all walks of life.
- Have a positive attitude towards students
- Encourage extra-curricular activities because personality development of students in an important task.
- Give students assignments to read, write and present in the class to make them less inhibited and more confident. Divide a bigger class into reasonable smaller groups, help them to interact and work with a team spirit.
- Take each lecture seriously and never miss any lecture.
- Teach each subject with an interdisciplinary perspective. Help them to build a historical sense of time and space.
- Help them to develop strong reading habits
- Encourage them to use library, Internet and other sources of knowledge.
- Be available to students. Solve their problems by remaining open and accessible.
- For a teacher teaching-learning should be the first priority, rest may follow.
- Negative talks breed cynicism and pessimism in students. Refrain from criticizing others especially faculty members.
- Encourage them to ask question and help them to develop critical faculty.
- At the end of session, ask for feedback.

The above suggestions are general in nature and one has to adjust oneself according to time, circumstances and infrastructural facilities .The teacher must be an embodiment of eternal values- values that remain the same however, much the circumstances may change. Truth, love and goodness are values that are admired across creeds, culture and religions. He or she will be a sheet anchor to society amidst the tumult of social change. He should be conscious of his accountability to his profession of teaching by being accountable for his effective teaching and effective learning of the students. He is accountable to society and this aspect must be channeled through an appropriate hierarchy of competent professional authority.

Manish Sharma
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THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (Notifications received in AIU during February-March, 2004)

AGRICULTURAL & VETERINARY SCIENCES

Horticulture

1. Aggarwal, Soniya. **Studies on biparental and F3 progenies of cross pusa snowball-1xKT-9 in cauliflower (Brassica oleracea Var. botrytis L.).** (Dr B N Korla), Department of Vegetable Crops, Dr Yashwant Singh Parmar University of Horticulture and Forestry, Solan.

2. Halwai, Rajshree. **Studies on biparental and F3 progenies of cross pusa snowball K-1xKT-25 in cauliflower (Brassica oleracea Var. botrytis L.).** (Dr B N Korla), Department of Vegetable Crops, Dr Yashwant Singh Parmar University of Horticulture and Forestry, Solan.

3. Mehta, Seema. **Studies on resistance to some fungal diseases and heterosis in tomato (Lycopersicon esculentum Mill).** (Dr U K Kohli), Department of Vegetable Crops, Dr Yashwant Singh Parmar University of Horticulture and Forestry, Solan.

BIOLOGICAL SCIENCES

Botany

1. Abdul Jaleel, V. **Revision of Amorphophallus (Araceae) in India.** (Dr M Sivadasan), Department of Botany, University of Calicut, Calicut.

2. Abha Kumari. **Studies of Helminthosporium rostratum drechsler associated with wheat seeds.** (Dr R D Mishra), Department of Botany, Bhupendra Narayan Mandal University, Madhipura.

3. Jayasree, V K. **Root morphology and development in selected species of Calamus L. (Arecaceae).** (Dr C Renuka), Department of Botany, University of Calicut, Calicut.

4. Raveendran, K. **Studies on marine fungi of Kerala with special reference to Manglicolous Fungi.** (Dr P Manimohan), Department of Botany, University of Calicut, Calicut.

5. Shanavas Khan, A E. **Taxonomic and ethanobotanic studies on the angiospermic epiphytes and parasites of Kerala.** (Dr M Sivadasan), Department of Botany, University of Calicut, Calicut.

6. Sharma, Punam. **Studies on mycorrhiza and mycorrhizosphere of Taxus baccata Linn.** Department of Botany, Himachal Pradesh University, Shimla.

7. Saini, Gurvinder Kaur. **Molecular characterisation and evaluation of Beauveria bassiana (Bals.) vuill isolates for virulence against two major insect pests of cotton.** (Prof V Padmaja), Department of Botany, Andhra University, Waltair.

Cellular & Molecular Biology

1. Chatterjee, Subhadeep. **Understanding virulence functions of Xanthomonas Oryzae pv. Oryzae.** (Dr Ramesh V Sonti), Centre for Cellular and Molecular Biology, Jawaharlal Nehru University, New Delhi.

2. Ileng Kumaran, R. **Functional studies on Lamin a gene.** (Dr Veena K Parnaik), Centre for Cellular and Molecular Biology, Jawaharlal Nehru University, New Delhi.

3. Mandal, Maumita. **Structure function studies on defensins.** (Dr R Nagaraj), Centre for Cellular and Molecular Biology, Jawaharlal Nehru University, New Delhi.

Life Sciences

1. Gagan Deep. **Cancer chemopreventive action of some herbal plants.** (Prof R K Kale), School of Life Sciences, Jawaharlal Nehru University, New Delhi.

Microbiology

1. Kailash Gulshan. **Studies on Glutathione mediated detoxification pathways in yeasts.** (Dr Anand K Bachhawat), Institute of Microbial Technology, Jawaharlal Nehru University, New Delhi.

Zoology

1. Eapen, Santhosh J. **Biological control of plant parasitic nematodes of spices.** (Dr M A Haq), Department of Zoology, University of Calicut, Calicut.

2. Jobiraj, T. **Systematics of the bees (Hymenoptera: Apoidea: Apiformes) of Kerala at alpha level.** (Dr T C Narendran), Department of Zoology, University of Calicut, Calicut.

3. Kakassery, Francy K. **Studies on fresh water rotifers of Kerala.** (Dr C K Gopinathan Nair), Department of Zoology, University of Calicut, Calicut.

4. Madhavi Kutty, M. **Investigation on the systematics of sphecid wasps (Hymenoptera: Apoidea, Spheciformes) of Kerala at alpha level.** (Dr T C Narendran), Department of Zoology, University of Calicut, Calicut.

5. Prakasan, K. **Studies on ticks of veterinary and medical importance in Kerala.** (Dr N Ramani), Department of Zoology, University of Calicut, Calicut.

6. Puduparambil, Manoj Kumar. **Biology and fishery of carngids with special emphasis on Decapterus Russeli along the Malabar Coast.** (Dr V J Zacharias), Department of Zoology, University of Calicut, Calicut.

7. Vasanda Kumar, M V. **Studies on the larval trematodes (Digenea) with emphasis on cercariae infecting fresh water snails in Kerala, India.** (Dr K P Janardanan), Department of Zoology, University of Calicut, Calicut.

8. Vyjayandi, M C. **Studies on the alpha sytematics of the Mantid Fauna (Insecta: Mantoidea) of Kerala State.** (Dr T C Narendran), Department of Zoology, University of Calicut, Calicut.

EARTH SYSTEM SCIENCES

Environmental Science

1. Chandra, Jagdish. **Hydrochemistry of Dhauliganga River Basin: A tributary of River Kali in Kumaun Himalaya, India.** (Prof Syed I Hasnain), School of Environmental Sciences, Jawaharlal Nehru University, New Delhi.

2. Gavali, Ravindra. **Ecosystem structure and function in relation to grazing in Alpine Landscape of cold desert, Spiti Catchment, Himachal Pradesh.** (Prof K G Saxena and Dr K S Rao), School of Environmental Sciences, Jawaharlal Nehru University, New Delhi.

3. Jain, Shalini. **Physio-chemical study of enteropathogenic bacteria isolated from potable water of Rewa, MP.** (Dr U K Chauhan), Department of Environmental Science, Awadehsh Pratap Singh University, Rewa.

4. Jha, Babal Kant. **Structural transition of human hyaluronan binding Protein 1 (HABP1) and its implications in the recognition of different ligands.** (Prof Kasturi Datta), School of Environmental Sciences, Jawaharlal Nehru University, New Delhi.

5. Rajashekaran, P. **A study of forest resource management in Channagiri Sub-division with reference to socio economic problems of resident tribals.** (Dr E T Puttaiah), Department of Environmental Science, Kuvempu University, Shimoga.

Geology

1. Sharma, Durgesh Premchand. **Beneficiation studies of Jhamarkotra Rock Phosphate Deposit, Udaipur, Rajasthan State, India.** (Dr H M Jayasheela). Department of Geology, Karnatak University, Dharwad.

2. Upadhya, Rashmi Mahadeva. **Beneficiation studies of banded hematite quartzites and low grade iron ores of Kamatgi Area, Hungund Schist Belt in comparison with Goa iron ore.** (Dr H M Jayasheela), Department of Geology, Karnatak University, Dharwad.

Marine Science

1. Gopinath, Girish. ***An integrated hydrogeological study* of the Muvattupuzha River Basin, Kerala, India.** (Dr P Seralathan), Department of Marine Science, Cochin University of Science and Technology, Kochi.

2. Komarpant, Neelam Khushali. **Some of the eco-biological aspects of the pearl spot, Stroplus suratensis bloch from the Karwar waters.** (Dr U G Bhat), Department of Marine Biology, Karnatak University, Dharwad

ENGINEERING SCIENCES

Biotechnology

1. Eswar Shankar, P N. **Dopamine receptor gene expression *in streptozotocin induced diabetic rats and its role in insulin* secretion.** (Dr C S Paulose), Department of Biotechnology, Cochin *University of Science and Technology*, Kochi.

Civil Engineering

1. Gayathri, V. **Geotechnical characterisation, strength and flexural behavior of fly ashes stablised with cement and randomly oriented discrete fibers.** (Dr Shenbaga R Kaniraj), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Kalendhonkar, Malharimartand Jagannivas. **Regional scale distributed modeling for conjunctive use irrigation planning to manage salinity and alkalinity in agricultural fields.** (Dr A K Keshari). Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi

Computer Science

1. Prasad, B G. **Integrated visual feature based indexing for content based image retrieval.** (Prof K K Biswas and Prof S K Gupta), Department of Computer Science and Engineering, Indian Institute of Technology Delhi, New Delhi

Electrical Engineering

1. *Tambey, Neelima Charandas.* ***Flexible AC transmission* systems (facts) controllers for damping power system oscillations.** *(Prof M L Kothari),* Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

Energy Studies

1. Ghosal, Manoj Kumar. **Thermal modeling of a greenhouse and its experimental validation: A solar energy approach.** (Prof G N Tiwari and Dr N S L Srivastava), Department of Energy Studies, Indian Institute of *Technbology* Delhi, *New Delhi.*

2. Latey, Arvind Atmaram. **Performance, combustion and emission characteristics of a single cylinder SI Engine operating on gasoline and alcohol blends through conventional and *improved mixture preparation techniques.*** *(Prof M K G Babu* and Prof L M Das), Department of Energy Studies, Indian Institute *of Technology* Delhi, *New* Delhi.

Mechanical Engineering

1. Jain, Rajeev. **Finite element study of gas solid flow in vertical pipes.** (Dr Sanjeev Sanghi and Dr K V Pagalthivarthi), Department of Applied Mechanics, *Indian Institute* of Technology Delhi, New Delhi.

2. Krishnan, Chitra. **Tank and anicut irrigation systems: An engineering analysis.** (Dr Srinivas V Veeravalli and Dr P K Sen), *Department of Applied Mechanics, Indian Institute of* Technology Delhi, New Delhi.

MATHEMATICAL SCIENCES

Mathematics

1. Miglani, Aseem. **Deformation of liquid saturated porous infinite and semi-infinite media due to time dependent sources.** (Dr N R Garg), Department of Mathematics, Maharshi Dayanand University, Rohtak.

2. Narasimhamurthy, S K. **Some contributions to finsler submanifolds.** (Dr C S Bagewadi), Department of Mathematics, Kuvempu University, Shimoga.

3. Pawar, Shankar Maruti. **Uniqueness of meromorphic functions, picard values, modified deficiencies and related topics concerning *differatial* polynomials.** (Dr S S Bhoosnurmath), Department of Mathematics, Karnatak University, Dharwad.

Statistics

1. Malik, Anita. **Development of statistical techniques for establishing the effect of the different feeds on milk production.** (Dr S C Malik), Department of Statistics, Maharshi Dayanand University, Rohtak.

2. Nanda, Jyoti. **Profit evaluation of some reliability models for sophisticated systems with resume and repeat repair policies.** (Dr Gulshan Lal Taneja), Department of Statistics, Maharshi Dayanand University, Rohtak

3. Ram Kumar, T B. **Acceptance sampling: Some designs and modifications.** (Dr K Kumarankutty), Department of Statistics, University of Calicut, Calicut

PHYSICAL SCIENCES

Biochemistry

1. Katewa, Subhash *Dhannaram.* ***Bio-chemical investigations* on antimalarial treatment-induced alterations in the mammalian liver and erythrocyte membrane functions.** Department of Biochemistry, Maharaja Sayajirao University of Baroda, Vadodara

2. Pandya, Jignesh Devendraprasad. **Biochemical investigations of dexamethasone induced changes in rat brain metabolism.** Department of Biochemistry, Maharaja Sayajirao University of Baroda, Vadodara

3. Patel, Pratik Rameshchandra. **New thermotropic liquid crystals, their structure, properties, relationship and characterisation.** Department of Biochemistry, Maharaja Sayajirao University of Baroda, Vadodara

Chemistry

1. Anas, K. **New supported transition metal complexes: *Synthesis, characterisation and application as catalysts for* oxidation hydrodesulphurization reactions.** (Dr K K Mohammed *Yusuf), Department of Chemistry, Cochin University of Science and* Technology, Kochi

2. *Cherian, Mariamma.* ***Surface acidity/basicity of rare* earth metal aluminium mixed oxide catalysts.** (Dr T Ganga Devi), *Department of Chemistry,* University of Calicut, Calicut

3. Dixit, Sandhya Nilesh. **Study of trisubstituted benzene derivatives *as mesogens.*** *Department of Chemistry,* Maharaja Sayajirao University of Baroda, Vadodara

4. Gurnani, Vibha. ***Cellulose based macromolecular* chelators: Designing and applications as metal extractants.** (Prof A K Singh), *Department of Chemistry, Indian Institute of Technology* Delhi, New Delhi

5. *Jayasree, S.* ***Studies on metal complexes with* Heterocyclic compounds.** (Dr K K Aravindakshan), Department of Chemistry, University of Calicut, Calicut

6. John, V D. **Synthesis, characterisation and antitumour *activity of metal complexes of* 1,7-diarylhepta-1,6- diene-3,5-diones.** (Dr K Krishnan Kutty), Department of Chemistry, University of Calicut, Calicut

7. Jose, E A. **Phytochemical evaluation of some plants *used in folk medicine.*** *(Dr K K Vijayan), Department* of Chemistry, University of Calicut, Calicut.

8. Pandya, Himanshu Mahendrabhai. **Synthesis and characterisation of novel thermotropic mesogens.** Department of Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.

9. Rajappa, S K. **Development of new chelating agents as zinc and steel corrosion inhibitors and surface treatment of zinc.** (Dr T V Venkatesha), Department of Chemistry, Kuvempu University, Shimoga

10. Rajendran, P. **A kinetic study on phase transfer catalysed oxidationof secondary carbinols using alkylammonium compounds.** (Dr T D Radhakrishnan Nair), Department of Chemistry, University of Calicut, Calicut.

11. Sampriya, N. **Synthesis, characterisation and reactivity of silylbiguanides.** (Dr Ravi Shankar), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi

12. Satish Kumar. **Studies on synthesis and applications of substituted calixarenes.** (Dr R Varadarajan and Prof H M Chawla), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

13. Saxena, Bharti. **Synthesis physico-chemical and biocidal studies of some new anils and their metal complexes.** (Dr V M Sahai), Department of Chemistry, Jiwaji University, Gwalior.

14. Shivalingappa, Ramesh H S. **Physico-chemical study of unusual fatty acids and synthesis of oleo-chemicals and their pharamacological activity.** (Dr K M Hosamani), Department of Chemistry, Karnatak University, Dharwad.

15. Sur, Ujjal Kumar. **Studies on the effect of some solvents on the structure, integrity and interfacial properties of organic thiol monolayers.** (Prof V Lakshminarayanan), (Raman Research Institute, Bangalore), Jawaharlal Nehru University, New Delhi.

16. Ukken, Mathew Paul. **Metal complexes of 5-aryl-1-phenyl -4-pentene,1-3-diones and 6-aryl-5-hexene-2,4 diones.** (Dr K Krishnan Kutty), Department of Chemistry, University of Calicut, Calicut

17. Valodkar, Vaibhav Bhaskarrao. **Some studies on synthesis of catalysts and their application in organic synthesis.** Department of Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.

18. Vora, Alpesh Rasiklal. **Synthesis and characterisation of chiral and achiral liquid crystals.** Department of Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.

Physics

1. Bini, S. **CuInS2 thin films using chemical methods for the fabrication of CuInS2 C2S solar cells.** (Dr K P Vijaykumar), Department of Physics, Cochin University of Science and Technology, Kochi.

2. Lad, Kiritkumar Natvarlal. **Study of atomic interactions and vibrational dynamics of binary and ternary amorphous and metallic system.** Department of Physics, Maharaja Sayajirao University of Baroda, Vadodara.

3. Panikumar, K G. **A study on some multi line addressing techniques for driving passive matrix LCDs.** (Prof T N Ruckmohgathan), (Raman Research Institute, Bangalore), Jawaharlal Nehru University, New Delhi.

4. Rai, Radheshyam. **Synthesis and charaterization of Bi, Fe, Al and Sb-modified PLZT.** Department of Physics, Magadh University, Bodh Gaya.

5. Ramachandra, B S. **Black holes in cosmological backgrounds.** (Dr B R S Babu), Department of Physics, University of Calicut, Calicut.

6. Ravi, Jyotsna. **Photothermal and photoacoustic investigations on certain polymers and semiconducting materials.** (Dr T M Abdul Rasheed), Department of Physics, Cochin University of Science and Technology, Kochi.

7. Sivakumar, C. **Analysis of fluctuations in the early universe using fokker-planck formalism.** (Dr K Babu Joseph), Department of Physics, Cochin University of Science and Technology, Kochi. ❑

Compiled by:
Ms Surinder Chawla

BOOK REVIEW

Informative and Insightful Reading

Anand Bhushan

(Dept. of Education, Panjab University, Chandigarh 160 014)

Sourin Banerji (2002). Discovery of Divinity Within from a Personal File. Concept Publishing Company, New Delhi. 156 pp Rs. 225.00

Sourin Banerji's book under reference consists of interconnected two parts. First half of the book is devoted to the biographical notes and second half to his realizations through his wanderings.

The language is so kind on him that the change in thought and even the mood is transparently reflected in his write ups. Being a Journalist, a professional for scotching the observed phenomena, he has done an excellent job for the readers. Narrating episodes of his visits to different part of the country, he has vividly described every little bit of things in a selective way never forsetting to highlight the relevant components of chances favouring or disfavouring pointing to a flesh of divinity within It is a master piece write up of a seasoned Journalist.

In his book most of the times the writer is talking heart to heart with his readers. The turning points and crucial episodes are used for the self discovery of divinity within. It was a pleasant reading for catching and absorbing. The book made me to read it word to word and was a satisfying experience. The language was varying with the type of topic under reference. Some times easy and lucid some times difficult.

On the whole, it was a pleasant informative and insightful reading. Towards, the end the reader finds himself more thoughtful and better informed as if he had undertaken a fresh travel across the vast expansion of the Nation. ❑

Announcement

Special Number of University News on
'ADMISSION MODALITIES IN PROFESSIONAL EDUCATION INSTITUTIONS IN INDIA: THE LATEST TRENDS'

The June 7, 2004 (Vol 42, No. 23) issue of the University News will be a Special Issue on '**Admission Modalities in Professional Education Institutions in India : The Latest Trends**'. The sub-themes identified for the issue are :

- Basic Requirements for Admission to Professional Courses
- Admission Modalities in Government and Private Professional Institutions
- Policy Perspectives and Role of Regulatory bodies
- Fee Structure
- Testing Services and Role of Testing Authorities.
- Counseling Services

The issue will contain articles contributed by Senior Academics from different parts of the World Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on above theme and sub-themes by **May 10, 2004**. The papers will be published in the special issue subject to the approval of the Editorial Committee of the University News. The authors may follow the following guidelines for submitting the articles –

The articles should be original and unpublished ranging between 3000-4000 Words.

The manuscript for publication should be typed, double-spaced, with 1.5 inch margin on all sides on A4 size papers. A soft copy of the article in MS-Word format in 3½ floppy-disc labeled with name of the author and article should also be supplied with the manuscript.

References should be given in the text by giving the author's name, followed by the year in parenthesis. The full reference should be listed at the end in alphabetical order running the following style.

- **Books: Miles, M., & Huberman, M. (1994). *Qualitative Data Analysis. London: Sage.***
- **Articles: Over, R. (1982). Does research productivity decline with age? *Higher Education* 11:511-20.**
- **Chapter in a Book: Rendel, M. (1986). How many women academics 1912-1977? In R. Deem (ed.) *Schooling for Women's Work* London: Routledge.**

Journal titles must be given in full and that the author's first name or initials may be used. Proper care in the presentation of references would be highly appreciated.

A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere or presented in any seminar/workshop. Manuscripts should be sent to: **The Editor, *University News*, Association of Indian Universities**, AIU House, 16 Comrade Indrajeet Gupta Marg (Kotla Marg), New Delhi 110002. E-mail: un_aiu@yahoo.com or aiu@del2.vsnl.net.in. Fax: 011 - 23232131

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REGISTRAR

NATIONAL INSTITUTE FOR THE ORTHOPAEDICALLY HANDICAPPED

B.T. ROAD BON-HOOGHLY KOLKATA-90

ADMISSION NOTICE

The institute is offering 'Post Graduate Diploma in Disability Rehabilitation Management (one academic year) from 1st July 2004. The course aims to train professional team leader in a disability rehabilitation set up.

Eligibility for Course:

(a) A graduate with 5 years experience in project management in the field of rehabilitation in a managerial capacity.

OR

(b) A graduate in any rehabilitation/Medical stream, preferably with 2 years experience.

OR

(c) MBA/M.A. (Public Administration) or other equivalent management or Social Work qualifications with 2 years experience.

Admission Procedure:

Admission will be made through Interview/aptitude test followed by Group Discussion.

Intake Capacity:

10 Students

Duration of the course:

One academic year

Prospectus cum application form may be obtained from the Director NIOH Kolkata on payment of Rs. 50/- (by bank D/D, in Favour of Director NIOH, Kolkata with self addressed stamped envelope or by cash from counter)

Last Date of Application- 31st May 2004

DECCAN COLLEGE

Post Graduate and Research Institute (Deemed University)
Pune 411006.

NOTICE [No. AS/2004/383]

ADMISSION NOTICE - 2004-2005

Admissions are open for the following courses for the academic year 2004-2005. These courses are open to regular students only.

I: **M.A. (Master of Arts):**
Duration: 2 years (4 Semesters)
Subjects: a) Ancient Indian History, Culture and Archaeology, b) Linguistics.
Capacity: 25 seats for each subject
Eligibility: Open to B. A. and B.Sc. students. **Fees per course:** Indian Students: Rs. 5625/-
Foreign Students: Rs.7525/-+US $600

II: **Post-Graduate Diploma in Archaeology:**
Duration: One year (2 Semesters)
Capacity: 10 seats
Eligibility: Open to M.A./M.Sc. students
Fees for the course: Indian Students: Rs.2875/-
Foreign Students: Rs.3775 /-+US $600

III: **Ph.D. (Doctor of Philosophy):**
Duration: Minimum - 2 years and Maximum - 6 years
Subjects: (a) Archaeology (b) Linguistics
Fees per course (6 yrs.): Indian Students: Rs.14,625/-. Foreign Students: Rs.18,925/-+US $600

Note:

1. Application forms and prospectus can be obtained by hand for Rs.100/- or **by post: for Rs. 130/-** (Demand Draft drawn in favour of the Registrar).
2. Admission application forms for M. A./Diploma in Archaeology courses **will be accepted upto 10th June 2004**. Admission to the Ph.D. course is open throughout the year.
3. For further details please contact the Academic Section of the Institute. (Tel. 020-26693794/26692113/26693795)

Date: 06.04.2004 **REGISTRAR**

National Institute of Health and Family Welfare (NIHFW)
Munirka, New Delhi-110067
Phone : 26165959/26166441/26188485/26107773
Fax: 91-11-26101623, Gram: SWASTH PARIVAR
Email: nihfw@delnet.ren.nic.in & nihfw@mantraonline.com
Web Site : www.nihfw.org

Announces admission to One Year Post-Graduate Certificate Courses Through Distance Learning for the Session 2004-2005

in

(I)

HEALTH AND FAMILY WELFARE MANAGEMENT

Eligibility Criteria:

(a) MBBS Degree and registration with State/Medical Council of India
(b) Should have at least 2 years experience of working as on **31st May, 2004** (excluding internship and junior residency) in a Govt./NGO/Private/Corporate Hospital/Institute/Organization.

(II)

HOSPITAL MANAGEMENT

Eligibility Criteria:

(a) MBBS Degree and registration with State/Medical Council of India
(b) At least 5 years of working experience as on **31st May, 2004** (excluding Internship/House Job, PG Training period and research Period) in a Hospital with preference to those who are Holding administrative posts in a Hospital.

Prospectus for each course separately may be obtained from the Incharge (DLC), NIHFW, in person or by post against a **crossed Indian Postal Order or Bank Draft for Rs.100/- payable to the Director, NIHFW, New Delhi** and a self addressed envelope of 10" x 5" size duly stamped of Rs.27/- for sending the Prospectus through Registered Post (Name of the course may be indicated at the top of the envelope). The Prospectus with application form can also be down loaded from the Website. In such cases application form should be accompanied **by a DD for Rs.5100/-** (Rs. 5000/- Course Fee and Rs.100/- being cost of Prospectus). The details of the courses are given in the respective prospectuses.
Fee for each course Rs.5000/-.

Last date for supply of Prospectus by post is 7th June, 2004. Completed application forms should reach the Incharge, DLCell, NIHFW by 15th June, 2004.

LALIT NARAYAN MITHILA UNIVERSITY

UNIVERSITY DEPARTMENT OF ZOOLOGY
BIOTOXIN RESEARCH LABORATORY
DARBHANGA - 846004 (BIHAR)

REQUIRES SENIOR RESEARCH FELLOWS

WALK - IN - INTERVIEW

Applications are invited for two posts of Senior Research Fellows for a period of three years on purely temporary basis (Salary Rs. 8000/- p.m. + HRA Rs. 600/- p.m. for the first two years and Rs. 9000/- p.m. + HRA Rs. 675/- consolidated for the third year) in a research scheme on "Biodiversity of blue-green algae and ecotoxicology of Microcystis aeruginosa in fish culture ponds of Darbhanga" sponsored by Indian Council of Agricultural Research (A.P. cess Fund), Krishi Anusandhan Bhawan - II, Pusa, New Delhi -110012.

The candidate should have first class or equivalent Post-Graduate Degree with specialization and experience as follows:-

Post	Number	Degree	Specialization	Experience*
SRF	One	M.Sc. in Botany	Algology/ Plant pathology	One year
SRF	One	M.Sc. in Zoology	Ecology/Fisheries/ Environmental Toxicology	One year

* *as evident from publications etc.*

Knowledge in biochemical estimation and modern technological applications in the field of fish biochemistry is desirable. NET/ GATE qualified candidates will be given preference.

Interested candidates are required to apply with detailed bio-data, photocopies of the relevant documents and publication, if any. *Applicants are advised to appear before the interviews-board on May 19, 2004 at 11.00 am at the following address with all original* documents. No TA/DA will be provided. Application should reach **Dr. Shishir K. Verma, Principal Investigator, Biotoxin Research Laboratory, University Department of Zoology, L.N. Mithila University, Darbhanga 846004 before May 15, 2004.** No separate call letter will-be issued.

REGISTRAR

KRISHI VIGYAN KENDRA

GANDHI VIDYA MANDIR

ICAR

Wanted TRAINING ORGANIZER (Scale Rs. 12000-420-18300)

(a) Essential : (1) Ph. D. in Extention Education. (2) 5 years experience in research/ teaching/ extension as a scientist (Rs. 8000-13500) or in an equivalent position. (3) Contribution to Research/ Teaching/ Extension, supported by published work/ innovations. (4) Specialization and field experience of technology transfer.

(b) Desirable : Experience of working in Krishi Vigyan Kendra (KVK).

(c) Age : Not over 45 years. *Relaxation to SC/ST as per rules of Government of India.*

Note : • Obtain Prescribed application form from Registrar, Gandhi Vidya Mandir by sending a **D.D./ Cash Rs. 200** (Rs. 100 only for SC/ST/OBC/ PH) **payable at OBC/PNB/BOB/ SBBJ**, and self addressed envelop (with Rs. 22 postal Stamps). • Last date of receiving application : **one month** from the date of publication this advertisement.

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES

HYDERABAD - 500 007

B.Ed. (ENGLISH) PROGRAMME

(Recognised by NCTE and approved by UGC)

ADMISSION NOTICE - 3/2004-05

The Second batch of *self-financing* B.Ed. (English) Programme (2004-05) will commence in August 2004

Duration : One academic year

Eligibility : BA with English as an optional subject OR MA in English with a minimum of 50% at the qualifying examination

Candidates admitted should produce the results of the qualifying examination on the day of admission. No provisional admission will be given

Selection is on the basis of merit at All India Entrance Test.

No.of seats: 60 (Sixty). Reservations as per UGC/GOI guidelines

Fee: Rs 10,000/- plus examination fee (Since this is a self-financing Programme there will be no fee concessions for any reserved category)

Hostel accommodation will not be provided to B.Ed. students in CIEFL hostels.

Date of Entrance Test - 13 June 2004 (11.00 a.m.)

Highlights:

- In addition to other usual course components, both the Methodology courses will be in Teaching of English
- Unique programme in the country
- Expertise of CIEFL English Language Teaching specialists and specialised library facilities

How to apply?

The brochure and the prescribed application form including the Entrance Test design can be had from Editor, CIEFL, Hyderabad 500 007 by sending a DD for Rs.300/- drawn in favour of "Programme Coordinator, B.Ed (English), CIEFL." Cash will not be accepted. Forms can also be downloaded from www.ciefl.ac.in. Such forms should be accompanied by a DD for Rs. 300/-.

An Entrance Test will be conducted in the following centres subject to a minimum number of 25 candidates in a Centre.

Hyderabad, Kochi, Chennai, Bangalore, Mumbai, Bhubaneshwar, Kolkata, Shillong, Lucknow, New Delhi

Last date for receipt of filled in applications : 24 May 2?04

April 2004 **Sd/- Registrar**

CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY, KANPUR

No. CSJMU/R-Camp/216/2004 Dated: 10.04.2004

ADVT. NOTIFICATION

Applications are invited on the prescribed forms for appointment to the following posts in the Institute/Departments of the University. The number of posts, the faculty positions, posts for reserved categories and other relevant details are as under (the details of essential qualifications/ experience and area of specialization for various posts of departments/institutes have been given along with application form) Reservation applied as per Government rules and regulations applicable :

Sl. No.	Institute/Departments	Professor				Reader				Lecturer			
		UR	OBC	SC	ST	UR	OBC	SC	ST	UR	OBC	SC	ST
1.	**University College of Dental Sciences**	1				1	1			10	4	4	1
2.	**Department of Pharmacy**	1				1		1		3	2	1	
3.	**Institute of Paramedical Sciences**												
	a. *Department of Physiotheraphy*	1					1			1	1	1	
	b. Department of Medical Laboratory Technology					1		1		2		1	
4.	**Institute of Bioscience & Biotechnology**												-
	a. Environmental Science			1			1			1	1	1	
	b. Bio-Chemistry	1				1				2	1		
	c. Microbiology		1				1			1	1	1	
	d. Bio-technology	1				1				2		1	
5.	**Institute of Engineering & Technology**												
	a. Electronics & Communication Engineering	1		1		2	1	1		3	3	2	
	b. Computer Science & Engineering	1	1			2	2	1		4	2	2	
	c. Mechanical Engineering	1		1		1		1		2	1		1
	d. Chemical Engineering		1			1	1			2	2		
	e. Mathematics	1				1		1				1	
	f. Chemistry		1			2	1			1		1	
	g. Physics	1				1		1		1	1	1	
	h. Computer Application					1	1			5	3	2	
	i. Humanities and Social Sciences							1		1			
	j. Material Science					1				1	1		
	k. Bio-informatics						1			1		1	
6.	**Institute of Business Management**	1	1	1		3	1	2		7	4	3	
7.	**Deptt. of Lib. & Information Science**	1				1				2	2		
8.	**Deptt. of Education (B.Ed.)**									3	2	2	
9.	**Departmentof Physical Education**	1				1				1	2		
10.	**Institute of Mass Communication**	1				1			1	1		1	
11.	**Departmentof Fashion Designing**					1		1		2	1		
12.	**Department of Fine Arts**						1			1		1	
13.	**Programmer**	- 02(1- General, 1-SC)											
14.	**Librarian (Central Library)**	-01 General											
15.	**Assistant Librarian**	-01 General											
16.	**Assistant Librarian (Central Library)**	-01 General											

NOTE:

1. All the above posts (excluding the posts of Central Library) relate to self-finance courses
2. The applicants for the posts of Professors who possess administrative experience may be considered for appointment to the post of Dean Administration or Academic Affairs
3. If suitable candidates for the post of Professor / Readers are not available, the posts may be filled up by the lecturers on higher scales / honorarium in the respective category.
4. University Advertisement No. CSJMU/R-Camp/292/2003 and Advt. C.S.J.M.U.K./ 01/2002/ Admn./ 3660/ 2002 Dt. 11.10.2002 (in reference to only librarian) are here by cancelled

Those candidates who applied with reference to these advertisement are advised to down load the application form from the University website www.kanpuruniversity.org and submit it as a fresh application form attached with a photocopy of previous fee receipt

Scales of pay:	Professor/Librarian	-	Rs 16400-450-20900-500-22400
	Reader	-	Rs. 12000-420-18300
	Lecturer/Asstt. Librarian/Programmer	-	Rs. 8000-275-13500

Salary/honorarium will be commensurated on the basis of the academic qualifications and experience of the candidate.

How to Apply:

The Candidates belonging to other Backward Castes and Scheduled Castes/Scheduled Tribes must enclose the caste certificate with the Application Form in which the candidates belonging to other Backward Caste Categories must enclose the certificate of non-creamylayer as per relevant Government Orders. Otherwise the application will be treated as General category.

The candidates belonging to Schedule Castes/Scheduled Tribes and other Backward Caste categories may also apply for posts under General Category.

The Educational qualification, Experience, Subject specialization shall be according to the UGC/AICTE/ DCI as well as the statutes and Ordinance of the CSJM University, Kanpur. The Prescribed Application form can be obtained on payment of Rs. 210/-(Rs. 200+Rs.10. Bank Commission) from the University Branch, Gumti No.5. Patel Nagar Branch Mall Road Branch and Kidwai Nagar Branch of Bank of Baroda Kanpur. on any working day or can be obtained by downloading from the University Website www.kanpuruniversity.org. but such candidate will be required to enclose a **bank draft of Rs. 200/-** in favour of **"Finance Officer, C.S.J.M. University, Kanpur"** payable at Kanpur. All the copies of documents/certificates with completed application forms in five copies must reach the University **latest by 15-05-2004** otherwise application will not be entertained after this date.

The envelope containing application form should bear the name of post applied for and the department. The envelope containing the application form should be sent to the REGISTRAR, CSJM University, Kanpur-208024. (U.P.).

DR. B.K. PANDEY

REGISTRAR

The University of the South Pacific

Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu

your education... your career... your future www.usp.ac.fj/jobs

POSITIONS VACANT

USP is a multi-modal distance and flexible learning University offering unique employment opportunities at various levels. Full details of positions vacant are available at:

www.usp.ac.fj/jobs

Senior Lecturer in Electrical Engineering

Department of Engineering
School of Pure and Applied Science, Ref. FTE030

The appointee will be required to teach undergraduate and postgraduate courses and initiate research in appropriate fields. The applicants must have a higher degree, preferably a PhD in Electrical Engineering; good research and publication record; good tertiary teaching experience in electrical power systems design, electrical machines and electrical engineering design, and electrical control systems.

The position is available for a term of three years and may be renewed by mutual agreement.

Salary Range: Senior Lecturer F$56 582 to F$65 287 per annum (Inclusive of 15% Gratuity)

The University may pay an inducement allowance of up to 40% to secure the services of an exceptionally well qualified candidate.

Closing date for applications 31 May 2004.

Enquiries: Professor Godfrey Onwubolu,
tel. (679) 3212034; fax: (679) 330 2567.
email: engineering@usp.ac.fj; website: http://www.usp.ac.fj/tech

Senior Lecturer in Mechanical Engineering

Department of Engineering
School of Pure and Applied Science. Ref. FTE031

The appointee will be required to teach undergraduate and postgraduate courses and initiate research in appropriate fields. The applicants must have a higher degree, preferably a PhD in Mechanical Engineering; good research and publication record, good tertiary teaching experience in solid mechanics, and design of machine elements. Experience in CAD/CAM would be an added advantage.

The position is available for a term of three years and may be renewed by mutual agreement.

Salary Range: Senior Lecturer F$56 582 to F$65 287 per annum (Inclusive of 15% Gratuity)

The University may pay an inducement allowance of up to 40% to secure the services of an exceptionally well qualified candidate.

Closing date for applications 31 May 2004.

Enquiries: Professor Godfrey Onwubolu,
tel (679) 321 2034, fax (679) 330 2567.
email engineering@usp.ac.fj, website: http://www.usp.ac.fj/tech

For both positions

In addition to the above benefits, the University contributes 10% of basic salary to an approved superannuation scheme, provides airfare and relocation costs where appropriate and substantially subsidises housing for eligible candidates. *Please note that appointment at the Assistant Lecturer level will normally be made to citizens of the USP Member Countries.* Two copies of your application including full curriculum vitae plus certified copies of academic qualifications and transcripts must be forwarded to The Recruitment Manager, The University of the South Pacific, Suva, Fiji. Applicants must request three professional referees, one of whom must be your current supervisor or immediate past supervisor to forward signed reports (quoting reference number) to the above address by the closing date. Candidates may send their application by email to waqa_i@usp.ac.fj or fax. (679) 3303437 but must send originals by normal mail in order to be considered. Your application must address the criteria as advertised. Applications will not be acknowledged unless specifically requested.

[illegible]

The University of the South Pacific

Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu

your education... your career... your future www.usp.ac.fj/jobs

POSITIONS VACANT

USP is a multi-modal distance and flexible learning University offering unique employment opportunities at various levels. Full details of positions vacant are available at

www.usp.ac.fj/jobs

Lecturer in Animal Science

Department of Animal Science, School of Agriculture
Ref WAC014

The appointee will, inter alia, teach a variety of courses in ruminant and monogastric animal production and management at diploma, degree, and postgraduate levels both on-campus and through the extension (distance) mode. Applicants for the post must have a PhD in the relevant area of animal science, with a pre-doctorate degree in agriculture; and have tertiary level research experience in animal science in a tropical developing country. Preference will be given to applicants with a good background in animal experimentation and data analysis.

The position is available for a term of three years and may be renewed by mutual agreement.

Salary Range: Lecturer STala$62,880 to STala$82,737 p.a (Inclusive of 15% Gratuity)

Closing date for applications 15 June 2004.

Enquiries: Mr Aca Nagatalevu, tel: (685) 21671; fax: (685) 22933;
email: nagatalevu_a@samoa.usp.ac.fj; website: http://www.usp.ac.fj/wwwsoa

Senior Lecturer in Agricultural Extension

Department of Agricultural Economics, Extension and Education
School of Agriculture
Ref WAC004

The appointee will, inter alia, teach a variety of courses in agricultural extension including rural sociology, at diploma, degree and postgraduate levels both on-campus and by extension (distance) mode. Applicants must have a PhD in agricultural extension, with a pre-doctorate degree in agriculture, and have research and teaching experience at tertiary level in a tropical developing country. Preference will be given to applicants with experience in the administration of an agricultural extension department at tertiary level.

The position is available for a term of three years and may be renewed by mutual agreement.

Salary Range: Senior Lecturer STala$86,047 to STala$99,285 p.a (Inclusive of 15% Gratuity)

Closing date for applications 15 June 2004.

Enquiries: Mr Aca Nagatalevu, tel: (685) 21671; fax: (685) 22933;
email: nagatalevu_a@samoa.usp.ac.fj; website: http://www.usp.ac.fj/wwwsoa

For both positions:

In addition to the above benefits, the University contributes 10% of basic salary to an approved superannuation scheme, provides airfare and relocation costs where appropriate and substantially subsidises housing for eligible candidates.

Two copies of your application, including full curriculum vitae plus certified copies of academic qualifications and transcripts must be forwarded to The Secretary, USP Alafua Campus, Private Bag, Apia, Samoa. Applicants must request three professional referees, one of whom must be your current supervisor or immediate past supervisor to forward signed reports (quoting reference number) to the above address by the closing date. Candidates may send their application by email to nagatalevu_a@samoa.usp.ac.fj or fax: (685) 22933 but must send originals by normal mail in order to be considered. Your application must address the criteria as advertised. Applications will not be acknowledged unless specifically requested.

SCHOOL OF PLANNING AND ARCHITECTURE

(Deemed to be a University)

4, BLOCK B, INDRAPRASTHA ESTATE, NEW DELHI-110002.

APPLICATIONS ARE INVITED FOR ADMISSION TO ACADEMIC PROGRAMMES (FULL-TIME) FOR THE SESSION 2004-2005

BACHELOR'S PROGRAMMES (Architecture/Planning)

Admission to Bachelor's Programmes in Architecture/Planning in the School will be made through All India Engineering/Pharmacy/ Architecture Entrance Examination (AIEEE-2004) to be conducted by CBSE in May 2004, strictly on merit subject to fulfilling the eligibility criteria (a pass in 10+2 examination with Physics and Mathematics as compulsory subjects alongwith any one of the following subjects – (a) Chemistry, (b) Engineering Drawing, (c) Computer Science, and (d) Biology) and reservation of seats as per the approved norms of the School.

RESERVATION OF SEATS: SCs – 15% and STs – 7.5% PH -5% Children/Widows of personnel of Armed/Para-military Forces killed/disabled in action during hostilities – 5%, Kashmiri Migrant -1 seat for each course and Educational Deficient States/UTs (Andaman and Nicobar Islands, Arunachal Pradesh, Assam, Dadra and Nagar Haveli, Daman & Diu, Jammu and Kashmir, Lakshadweep, Manipur, Meghalaya, Mizoram, Nagaland, Pondicherry, Sikkim, Tripura) – 10% (not more than one seat from each State/UT) A candidate must have passed the 10th, 11th and 12th class examinations or equivalent thereof in the same State/Union Territory for availing the reservation in this category.

MASTER'S PROGRAMMES : (Two Years)

(i) **Architecture** (35 seats) with Specialisations in - (a) Architectural Conservation (b) Industrial Design (c) Urban Design; (ii) Building Engineering and Management (15 Seats); (iii) Landscape Architecture (15 Seats), and (iv) **Planning** (70 Seats) with Specialisations in (a) Environmental Planning (b) Housing (c) Regional Planning (d) Transport Planning (e) Urban Planning.

ELIGIBILITY: (i) M.Arch -Open to B.Arch/B.Planning or equivalent Degree holders. For M.Arch (Industrial Design) candidates holding B.Arch. or equivalent Degree are eligible. (ii) M.B.E.M. - Open to B.Arch/B.E (Civil)/B.Arch. Engg. or equivalent Degree holders. (iii) M.L.A. – Open to B.Arch/B.Planning or equivalent Degree holders. (iv) M. Planning – Open to B.Arch/B.Planning/ B.E.(Civil)/B.Arch. Engg. or equivalent Degree holders.

Candidates possessing Master's Degree in Geography/ Sociology/ Economics are also eligible for the specialisations in Environmental Planning, Housing (Geographers are not eligible for Housing) Regional Planning, Urban Planning. Candidates possessing Master's Degree in Economics/Statistics/ Operations Research are also eligible for Specialisation in Transport Planning. (v) 55% or more marks in aggregate at the qualifying examination *(50% marks in respect of SC/ST candidates)*

SPONSORED candidates must have a minimum two years' full-time work experience.

SELECTION: Selection will be made from among the applicants called for interview and/or test, on **1, 2 and 3 July, 2004** forenoon on the basis of merit. Candidates with valid GATE Score or UGC(NET) JRF are eligible for scholarship.

RESERVATION OF SEATS: SCs - 15% and STs 7.5%. Candidates sponsored by Central/State Government Departments, Statutory Organisations as well as Public Institutions, are admitted under Sponsored Category. Kashmiri Migrant one seat.

PG SCHOLARSHIPS: The distribution of the limited number of scholarships @ Rs.5000/- *p.m.* to *GATE/UGC(NET)JRF qualified candidates* and contingency grant of Rs.5,000/- per annum shall be made on merit in respective category (i.e. General and SCs/STs) as per the prescribed guidelines.

DOCTORAL PROGRAMMES in the fields of : Architecture, Planning, Urban Design, Industrial Design, Architectural Conservation, Landscape Architecture, Urban Planning, Regional Planning, Environmental Planning, Housing, Transport Planning, and Building Engineering & Management.

ELIGIBILITY: Master's Degree in any of the above courses conducted by the School or its equivalent from any other recognised University/Institution with a minimum of 55% aggregate marks or Bachelor's Degree in Architecture/Planning of the School or its equivalent from any other recognised University/institution with a minimum of 55% aggregate marks and five years' experience in teaching/research/professional practice. Relaxation in aggregate marks as specified above, may be made in the case of exceptionally qualified applicants.

RESERVATION OF SEATS: As per Government's directive for SC/ST candidates.

FELLOWSHIP: All Scholars with a Master's Degree in the respective disciplines are eligible for fellowship of Rs.7,000/- per month. Scholars with Bachelor's Degree in Architecture/ Planning of the School or its equivalent are eligible for the fellowship of Rs.6,000/- per month. In addition, contingent grant of Rs.10,000/- per annum is given to the recipients of fellowship as per School rules.

INSERVICE candidates are not eligible for fellowship and contingent grant.

NRIs may apply directly with Bio-Data on plain paper.

FOREIGN nationals are required to apply through diplomatic channels of the *Government of India.*

IMPORTANT DATES

	MASTER'S PROGRAMMES	DOCTORAL PROGRAMMES
1.(i) **Issue of Application Forms Commences on:**		
(a) Available from UCO **Bank Branches** from **DELHI**: IIPA (I.P.Estate, Ring Road), Defence Colony (Near Mool Chand Flyover), Connaught Place (Near Marina Hotel), Karol Bagh (Arya Samaj Road), Som Vihar (R.K.Puram), Punjabi Bagh (Ring Road) against payment of the Application Fee of Rs. 500/- in cash (during working hours only)	26.4.2004	——
(b) By Post from the School against payment of the **Application** Fee of Rs. 500/- by Demand Draft on SBI/UCO Bank in favour of "**School of Planning and Architecture**" payable at **New Delhi**.	26.4.2004	26.4.2004
(c) The form can also be down loaded from SPA website. For details see below		
(ii) Last date of issue of Application Forms :		
(a) By post from the School	31.5.2004	31.5.2004
(b) From notified UCO Bank Branches	07.6.2004	——
2. **Last date of receipt** of completed Application forms by the School at the Counter and by Registered post.	08.6.2004	08.6.2004

D.R. BAINS
REGISTRAR

Visit our website (http://www.indiawatch.org/spa) *to download the form. Completed applications forms must be accompanied* by Demand Draft of Rs.500/- drawn in favour of **"School of Planning and Architecture"**, payable at **New Delhi.**

Special education needs to spread its wings far and wide...

... because the need for rehabilitation and special education professionals is on the rise.

PUBLIC NOTICE

Admission in the field of Special Education & Disability Rehabilitation from Diploma to M. Phil Level at our Recognized Institutions

The Rehabilitation Council of India, a statutory body set up under an Act of Parliament, 1992 (Act No. 34 of 1992 and as amended in 2000) has been entrusted with the responsibility to monitor, regulate and standardize the training Programmes for Rehabilitation Professionals/Personnel working in the field of disability. It also maintains a Central Rehabilitation Register of such qualified Professionals/Personnel.

Approval of the Rehabilitation Council of India is a must for all Universities/Institutions, Govt. and Non-Govt. Organizations desirous to conduct RCI approved training programmes in the field of Rehabilitation & Special Education and to enable the qualified Professionals to be registered in the Central Rehabilitation Register U/S 19 of the RCI Act of 1992. As per the RCI Act, no person can practice in the area of disability rehabilitation without a recognized qualification.

This notification is issued for public information that as on date following approved Institutions/Universities etc. are offering the RCI recognized training programmes. If you are interested to join in the academic session 2004-05 starting June/July, or presently pursuing any training programme in the field of Rehabilitation and Special Education, make sure that the institution and its respective training programme is recognized by RCI.

The grant of Recognition/Approval is a continuous process, hence few more institutions can be added/deleted. For latest updated status of recognized institutions, visit us at : rehabcouncil.nic.in

LIST OF [illegible] TRAINING INSTITUTIONS

ANDHRA PRADESH

1. Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped, Vivekananda Nagar, Dilsukh Nagar, **Hyderabad.**
   1) PGDDR 2) DSE (MR)
2. Rural Project of Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped H No. 4/186, Lala Cheruvu, **Rajahmundry.** DSE (MR)
3. National Institute for the Mentally Handicapped, Manovikas Nagar, P.O. Bowenpally, **Secunderabad,**
   1) DVTE (MR) 2) B.Ed. (Spl Edu.)-MR 3) PGDEI (MR) 4) DECSE-MR 5) M.Ed (Spl. Edu)-MR, 6) *M.Phil in Rehab. Psychology*
4. Royal Seema Seva Samiti No. 9, Old Hazur *Office Building, Tirupati.* DSE (MR)
5. Sweekar Rehabilitation Institute for Handicapped, Upkar Circle, Picket **Secunderabad.**
   1) MASLP 2) DSE (HI) 3) BASLP 4) DHLS 5) PGDRP
6. Helen Keller's Institute of Research and Rehabilitation for the Disabled Children, Bank Colony, *Ramakrishnapuram*, **Secunderabad.**
   BASLP
7. Helen Keller's School for the Deaf, 10/7, Near Shiva Lingam, Beedi Factory, Ballary Road, **Cuddapah.**
   DSE (HI)
8. Training Centre for Teachers of Visually Handicapped, H. No. 10-3-60, Nehru Nagar, East Marredpally, *Secunderabad.* DSE (VI) Primary Level
9. Dept of Special Education Andhra University, **Vishakhapatnam.**
   1) M.Ed. Spl. Edu. (VI) 2) B.Ed. Spl. Edu (VI)
10. AYJNIHH, SRC, *National Institute for the Mentally* Handicapped Campus, Manovikas Nagar, P.O. Bowenpally, **Secunderabad.**
    1) DSE (HI) 2) B.Ed. Spl. Edu.(HI) 3) BASLP
11. *College of Teachers Education*, Andhra Mahila Sabha, Durgabai Deshmukh Vidhyapeethem, Osmania University Campus, **Hyderabad.**
    B.Ed. Spl. Edu.(HI).
12. Sri Padmavathi Mahila Visvavidyalayam, **Tirupati.** B.Ed. Spl. Edu.(HI).
13. Navajeevan Residential Special School for the Deaf (HI), Door No. 4-174 S. Ayyalurimetta, Near Sugar Factory, Ponnapuram Post, Kurnool (Dist.) **Nandyal.** DSE (HI)

ASSAM

14. North Eastern Regional Training Institute for the Mentally Handicapped, Manovikash Kendra *Vikashpura, Kahilipara, Guwahati.* DSE (MR)
15. Shishu Sarothi Centre for Rehabilitation and Training for Multiple Disability, Off Ramakrishna Mission Road, Birubai, Guwahati. 1) DSE (CP) 2) DCBR
16. Composite Regional Centre, Govt. of India, PMRT *Building, Guwahati Medical College Hospital* Campus, Guwahati. 1) DHLS 2) DSE (MR).

BIHAR

17. J. M. Institute of Speech & Hearing, Inder Puri, P. O. *Keshri Nagar, Patna.* 1) DSE (HI) 2) DHLS.
18. Ayurvedic & Magnetotherapy Research Institute, *N.M.C.H. Hospital Road, Agam Kuan, Gulzar* Bagh, Near T.B. Hospital, Patna. DSE (MR).

CHANDIGARH

19. Post Graduate Institute of Medical Education & *Research, Sector-12, Chandigarh.* BASLP.
20. Government Institute for the Mentally Handicapped, Sector-32, **Chandigarh.** DVTE (MR).

CHHATTISGARH

21. Lions Charitable Trust, "Prayas", Shravan Vikalang Sansthan, G.E Road, Supela, **Bhilai.**
    DSE (HI).
22. "Aakansha", Lion's School for the Mentally Handicapped, Lion's Den, Jalvihar Colony, **Raipur.**
    DSE (MR).

DELHI

23. Department of Rehabilitation, Safdarjung Hospital, Ansari Nagar, **New Delhi.** 1) DPOE 2) MRW.
24. NIMH Regional Training Centre, Kasturba Niketan, Lajpat Nagar, **New Delhi.** 1) BRT 2) DSE (MR).
25. Spastic Society of Northern India, Balbir Saxena Marg, Hauz Khas, **New Delhi.**
    1) PG Diploma in Developmental Therapy (Multiple Disabilities : Physical & Neurological) 2) PG Diploma in Spl. Edu. (Cerebral Palsy & Neurological Disabilities).
26. Institute of Special Education, Y.M.C.A., Nizamuddin, **New Delhi.** DSE (MR).
27. Amar Jyoti Rehabilitation and Research Centre, *Karkardooma, Vikas Marg, Delhi.* DSE (MR).
28. Delhi Society for the Welfare of the Mentally Retarded Children, Okhla Centre, Okhla Marg, **New Delhi.** DSE (MR).
29. AYJNIHH, NRC, Kasturba Niketan, Lajpat Nagar-II, **New Delhi.** 1) BASLP 2) DSE (HI) 3) DHLS.
30. Jamia Millia Islamia, Institute of Advanced Studies in Education, *Faculty of Education*, Maulana Mohammed Ali Jauhar Marg, **New Delhi.**
    1) M.Ed. Spl. Edu.(MC) 2) B.Ed. Spl. Edu.(VI).

31. Chandra Bhushan Singh Memorial Shiksha Evam Punarvas Sansthan, 4, Hasanpur, I.P. Extension, Near Hasanpur Depot, **Delhi.** **DSE (HI).**

32. Action for Autism, T 370 F, Chirag Gaon, 3rd Floor, **New Delhi.** **DSE (ASD).**

33. Tamana "School of Hope" Special School, D-6 Street, Vasant Vihar, **New Delhi.** **DSE (ASD).**

GOA

34. Lokvishwas Pratisthan, Shantadurga Krupa Ashram, Kapileshwari, Dhavali, Ponda, **Goa.** **DSE (MR).**

GUJARAT .

35. B.M.Institute of Mental Health, Ashram Road, New Nehru Bridge, Navrangpura, **Ahmedabad.** **DSE (MR).**

36. Sh K.L. Institute for the Deaf, PNR Society for Relief & Rehabilitation of the Disabled, 51, Vidyanagar, **Bhavnagar.**
1) DSE (HI) 2) B.Ed. Spl. Edu. (HI)

37. Gujarat Kelvani Trust, Mangal Prabhat Building, Opp. St. Xavier High School, Mirzapur, **Ahmedabad.** **DSE (MR).**

38. Medical Care Centre Trust, Children Hospital, Karel Baug, **Vadodara.** **DSE (MR).**

39. Training College for Teachers of the Deaf & Blind, Navrangpura, Ashram Raod, **Ahmedabad.**
1) DSE (HI) 2) DSE (VI) Primary Level.

40 Akshar Trust, Meghdool, R C Dutt Road, **Vadodara.** **DSE (HI).**

41 Natraj Research Centre & Training College, PNR Society for the Relief & Rehabilitation of the Disabled, 51, Vidyanagar, **Bhavnagar.**
Certificate Course in Prosthetic & Orthotics.

42. Shri K.K. School & Home for the Blind, Opp New Filter Vidyanagar, **Bhavnagar.**
DSE (VI) Primary Level.

43 'Ankur' Special School for Mentally Retarded, Plot No 1945, Near Working Women's Hostel, Sardarnagar Circle, **Bhavnagar.** **DSE (MR).**

44. Blind Welfare Council, Hospital Road, Near Railway Over Bridge, P.O.Box-115, Dahod **Gujarat.** **DSE (MR).**

HARYANA

45 ARPAN, Institute for the Mentally Handicapped, Gandhi Nagar, **Rohtak.** **DSE (MR).**

46. Department of Special Education, Kurukshetra University, **Kurukshetra.**
1) B.Ed. Spl. Edu (VI) 2) M. Ed. Spl. Edu. (VI)

JHARKHAND

47. Deepshikha Institute for Child Development & Mental Health, Swami Shradhanand Road, **Ranchi.** **DSE (MR)**

KARNATAKA

48 Dr S.R Chandrasekhar Institute of Speech & Hearing Hennur Road, **Bangalore.**
1) BASLP 2) MASLP 3) DSE (HI)

49. Dr. T.M.A. Pai College of Special Education, **Kunjibettu, Udupi.** **DSE (MR)**

50. St. Agnes Special School, Bedore, **Mangalore.** **DSE (MR)**

51. All India Institute for Speech & Hearing, Manus Gangothri, **Mysore,**
1) MASLP 2) B.Ed. Spl. Edu (HI) 3) BASLP 4) Diploma in Hearing Aid & Ear Mould Technology

52. Institute of Health Sciences, College of Speech & Hearing Dr. M.V. Shetty Memorial Trust, A.B. Shetty Circle, **Mangalore.** **1)MASLP 2) BASLP**

53. Karnataka Parents' Association for the Mentally Retarded Citizens, AMC Compound, Off Hosur Road, Near Kidwai Memorial Hospital, **Bangalore.DSE (MR)**

54 Manipal Academy of Higher Education (Deemed University) Kasturba Medical College, **Manipal**
M. Phil. (Clinical Psychology)

55. The Richmond Fellowship Society (India), "ASHA", 501, 47th Cross, 9th Main, V Block, Jayanagar, **Bangalore,**
M. Sc. (Psycho-Social Rehabilitation)

56. Shree Ramana Maharishi Academy for the Blind (Regd.) 3rd Cross, 3rd Phase, (Near Ragi Gudda), J.P. Nagar, **Bangalore,** **DSE (VI) Primary Level**

57. Govt. Teacher Training Centre for the Hearing Handicapped, Tilak Nagar, Govt. of Karnataka, **Mysore.**
DSE (HI)

58. Helen Keller Govt. Teacher Training Centre for the Visually Handicapped Children, Govt. of Karnataka, Tilak Nagar, **Mysore.** **DSE-VI (Primary Level)**

59 College of Allied Health Sciences, Manipal Academy of Higher Education (Deemed University) **Manipal.**
1) MASLP 2) BASLP

60 Karnataka Handicapped Welfare Association, Jeevan Bima Nagar, **Bangalore.** **DSE (HI)**

61. The Spastics Society of Karnataka, 31, 5th Cross, Off 5th Main Raod, Indira Nagar, 1st stage, **Bangalore**
1) DSE (Cerebral Palsy) 2) DSE (ASD)

62 J.S.S. Mahavidyapeetha, Ramanuja Road, **Mysore.**
BASLP

KERALA

63 A.W.H. Institute for the Handicapped, Post Box. No. 59, 17/194 A M, Square Complex, Pavamani Road, **Calicut.**
1) DSE (MR)
2) B.Ed. Spl. Edu. (HI)

64. Medical Trust Hospital, M.G. Road, **Cochin** **DHLS**

65 Nirmala Sadan Teachers Training Centre, Ernakulam, **Distt. Muvattapuzha.**
1) B.Ed Spl. Edu. (MR) 2) DSE (MR)

66 Central Institute of Mental Retardation, Murinjapalam, Medical College P.O. **Thiruvananthapuram.** **DSE (MR)**

67 C.S.I. Training Centre for Teachers of the Hearing Impaired, P.O. Valakom, **Kollam.** **DSE (HI)**

68 Kerala Federation of the Blind Training Centre for the Teachers of V.H., P.O. Karimpuzha, **Palakkad.**
DSE (VI) Primary Level

69 Bala Vikas Teachers Training Centre, Bala Vikas Society, Bala Vikas Building, Peroorkada P.O. **Thiruvananthapuram.** **DSE (MR)**

70 National Institute of Speech & Hearing, Palace Road, Poojappura, **Thiruvananthapuram.**
1) DTYHI 2) DSE (HI) 3) BASLP

71. Faith India, Faith India Bhawan, Puthencruz P.O., **Distt. Ernakulam.** **DSE (MR)**

72. Mercy Home, Chethipuzha, **Changanassery.** **MRW**

73. K.V.M. College of Special Education, Post Box No. 30, Cherthala, Distt **Alappuzha.** **DSE (MR)**

74. State Institute for the Mentally Handicapped, Pangappara, **Thiruvananthapuram.** **DSE (MR)**

75. Sneha Sadan College of Special Education, Ankamaly, **Distt. Ernakulam.** **DSE (MR)**

76 Pope Paul Mercy Home (Residential Training Centre for the Mentally Handicapped), Peringandoor, Distt. **Thrissur.** **DSE (MR)**

77. Manovikas, Special School for Mentally Handicapped, Pallisserikkal Post, Sasthamcotta, Kollam, **Kerala.**
DCBR

78. Raksha Society for the Care of Children with Multiple Handicaps, "Yasmin Manzil" VI/370, Darragh -es- Saleem Road, Kochangadi, Cochin, **Kerala**
DSE (CP)

79. Janey Centre for Special Education, Pishari Temple Road, Eroor, Kochi, **Kerala.** **DVTE (MR)**

MADHYA PRADESH

80. Digdarshika Institute of Rehabilitation & Research, Red Cross Bhawan, Shivaji Nagar, **Bhopal.**
DSE (MR)

81. Mahesh Dristihein Kalyan Sangh, Scheme No. 54, Behind Satya Sai Vidyala Vihar, A.B. Road, **Indore.** **DSE (VI) Primary Level**

82. Sanjeevani Seva Sangam, Behind Satya Singh Sai Vihar, Scheme No. 54, **Indore.**
DSE (HI)

83. Composite Regional Centre for Persons with the Disabilities, NIMH, Near Nutan College, Link Road No.2, Shivaji Nagar, **Bhopal.** 1) **DHLS 2) CPO**

84. Shiv Kalyan Shikshan Samiti, LIG-26, 2nd Floor, Harshwardhan Nagar, **Bhopal.**
DSE (CP)

MAHARASHTRA

85. National Association for the Welfare of the Physically Handicapped, Near Amravati University, Gate No. 3, Mardi Road, Amravati Campus, **Amravati** **DSE (VI) Primary Level**

86. All India Institute of Physical Medicine & Rehabilitation, Haji Ali Park, Khadye Marg, Mahalaxmi, **Mumbai** **BPO**

87. Ali Yavar Jung National Institute for the Hearing Handicapped, K.C. Marg, Bandra (W), **Mumbai**
1) MASLP 2) BASLP 3) M.Ed. (HI) 4) B.Ed. (HI)

88. Topiwala National Medical College, C/o Dean, BYL Nair Charitable Hospital, Dr. A.L. Nair Road, **Mumbai.** **1) BASLP 2) MASLP**

89. N.I.M.H., Western Regional Training Centre, AYJNIHH Campus, K.C. Marg, Bandra Reclamation, Bandra (W), **Mumbai.**
1) DECSE (MR) 2) DSE (MR)

90. Mind's College of Education Research, Society for the Care Treatment and Training of Children in need of Social Care, Sewri Hills, Sewri Road, **Mumbai.**
1) B.Ed. Spl. Edu. (MR) 2) DSE (MR) 3) DSE(ASD)

91. Prabodhini Trust, Old Pandit Colony, Sharanpur Road, **Nashik.** **DSE (MR)**

92. Society for the Rehabilitation of the Handicapped, Near Govt. Milk Dairy, **Miraj.**
DSE (HI)

93. Lt. B.N. Saoji Academy, 22-A, Meher Prasad Complex, Central Bazar Road, Ramdaspeth, **Nagpur.** **DSE (HI)**

94. Matoshri Late Jankidevi Atkar Special Teachers Training Centre, Zingabai Takli Road, Geeta Nagar, Ward No. 1, **Nagpur.**
DSE (MR)

95. Deaf & Dumb Industrial Institute, North Ambazari Raod, Shankar Nagar, **Nagpur.**
DSE (HI)

96. The Poona School & Home for the Blind Teachers Training Centre, 14-17, Koregaon Park, Dr. S.R. Machave Road, **Pune.** **DSE (VI) Primary Level**

97. V.R. Ruia Mook Badhir Vidyalaya, Teacher Training Centre, **Pune.** DSE (HI)

98. Wai Akshar Institute 401, Ganpati Ali, Wai, Distt. **Satara.** DSE (HI)

99. Kamayani Prashikshan and Sanshodhan Society, C.T.S. No. 3024/11, Plot 270/B, Gokhale Nagar, **Pune.** DSE (MR)

100. Maharashtra Samaj Seva Sangh, C/o Smt. Mai Lele Shravan Vikas Vidyalaya, Shrirang Nagar, Near Pumping Station, **Nasik.** DSE (HI)

101. S.N.D.T. Women's University, Deptt. of Special Education, Sir Vitthaldas Vidyavihar, Juhu Road, Santacruz (W), **Mumbai.**
1) B.Ed. Spl. Edu. (VI) 2) M.Ed. Spl. Edu. (MR) 3) B.Ed. Spl. Edu. (MR)

102. Dilkush Teachers Training in Special Education Church Road, Juhu, **Mumbai.** DSE (MR)

103. *Hashu Advani College of Special Education*, 64-65, Collector's Colony, Chembur, **Mumbai.** B.Ed. Spl. Edu. (HI)

104. Pandurang Shyamrao Mulgaonkar Vishesh *Shikshan Adhyapak Mahavidyalaya*, Survey No. 93/1/B, Parvati Payatha, Laxminagar, **Pune.** B.Ed. Spl. Edu. (HI)

105. Ayodhya Charitable Trust, Near SRP, Gate No. 2, Vikas Nagar, Wanawadi Village, **Pune.**
1) DSE (HI) 2) DHLS

106. *Helen Keller Inst. for the Deaf & Deaf Blind* (Aditya Birla Centre), Plot No. CC-1, TTC Industrial . Area, Shil-Mahape Road, Off. Thane-Belapur Road, Vashi, *Navi Mumbai.* *DSE (Deaf-Blind)*

107. National Association for the Blind, Department of Education, Rustom Alpaiwala Complex, 124-127, Cotton Depot, Cotton Green (Near Reay *Road Railway Station, East*), **Mumbai**
DSE (VI) Primary Level

108. The Spastics Society of India, Upper Colaba Road, Opposite Afghan Church, Colaba, **Mumbai**
PG Diploma in Spl. Edun. (Multiple Disabilities : Physical & Neurological).

MANIPUR

109. *All Manipur Mentally Handicapped Person's* Welfare Organisation, Keishamthong Top *Leirak*, **Imphal** DSE (MR)

MEGHALAYA

110. Montfort Centre for Education, Danakgre, **Tura.**
1) DSE (HI) 2) DSE (VI) Primary Level

ORISSA

111. Training Centre for Teachers of the Visually Handicapped, S.I.R.D. Campus, Unit 8, **Bhubaneswar.** **DSE (VI) Primary Level**

112. Chetna Institute for the Mentally Handicapped (Jewels International), A/3 Nayapalli, Opposite *Oberoi* Hotel, P.O. RRL Campus, **Bhubaneswar.** **DSE (MR)**

113. *National Institute of Rehabilitation Training and* Research, Olatpur, P.O. Bairoi, **Distt. Cuttack.** **BPO**

114. Training Centre for Teachers of the Deaf (A **Joint Project of State Govt. & AYJNIHH**), S.I.R.D. Campus, Unit 8, **Bhubaneswar.** DSE (HI)

115. Open Learning System, Plot No. G-3/A-1, Gadakana Mouza, P.O. Mancheswar Railway Colony, Near Press Chhak, **Bhubaneswar.** **DSE (CP)**

116. Shanta Memorial Rehabilitation Centre 108-D, Master Canteen Building, Station Square, Unit-111, **Bhubneswar.** **DCBR**

117. Institute of Health Science, N2/41, IRC Village, Nayapalli, **Bhubaneswar** **BASLP**

PONDICHERRY

118. Vinayaka *Mission's College of Paramedical* Sciences, (Aarupadai Veedu Medical College and Hospital Campus), Cuddalore Main Road, Kirumambakkam, Bahour Commune Panchayat, **Pondicherry.** **DHLS**

PUNJAB

119. Teacher Training Center for the Visually Handicapped, Govt. Institution for the Blind, Braille Bhavan, Jamalpur, **Ludhiana.** ***DSE (VI) Primary Level***

RAJASTHAN

120. Regional Training Centre, Department of Social Welfare, (Govt. of Rajasthan), Sethi Colony, **Jaipur.**
DSE (MR)

121. L.K.C. Jagdamba Andh Vidyalaya Samiti, Hanumangarh Road, **Sriganganagar.**
DSE (VI) Primary Level

122. Research Education & Audiological Development Society (READS), Dundlod House, Civil Lines, **Jaipur**
1) DSE (HI) 2) BASLP

123. DISHA, Centre for Special Education Vocational Training & Rehabilitation, 450 AB, Nirman Nagar, King's Road, **Jaipur** **DSE (CP)**

TAMILNADU

124. Schieffelin Leprosy Research and Training Centre Karigiri, S.L.R. Sanatorium, P.O. **Distt. North Arcot.** **DPOE**

125. Sri Ramakrishna Mission Vidyalaya, College of Education, Sri Ramakrishna Vidayalaya, **Post Coimbatore.** **1) M.Ed. Spl. Edu. (VI/Multi Catg.) 2) B.Ed. Spl. Edu. (VI) 3) DCBR**

126. Little Flower Convent Hr. Sec. School for the Deaf, Old No 127, New No. 4, G.N. Road, Cathedral P.O. **Chennai.**
1) Jr. Diploma in Teaching the Deaf 2) Sr. Diploma in Teaching the Deaf

127. The Clarke School for the Deaf, "Sadhana", No. 3 3rd Street, Dr. Radhakrishna Road, Mylapore, **Chennai.**
1) DSE (MR) 2) DSE (HI) 3) DSE (Deaf-Blind)

128. Regional Training Centre, C/o Govt. Hr. Sec. School for the Blind, Poonamalle, **Chennai.**
DSE (VI) *Primary Level*

129. Spastic Society of Tamil Nadu, Opp. T.T.T.I., Taramani Road, **Chennai**
1) B.D.T. Course for Children with Cerebral Palsy & *Neurological Handicapped* 2) *DSE (CP)*

130. Madras Institute to Habilitate Retarded Afflicted, D-171, R.V. Nagar, Anna Nagar, **Chennai.**
MRW

131. Bala Vihar Training School, Halls Road, Kilpauk Garden, **Chennai.** **DSE (MR)**

132. Govt. Institute of Rehabilitation Medicine, K.K. Nagar, **Chennai.** **DPOE**

133. Navjyothi Trust, 40, Meenambedu Road, SIDCO Industrial Estate, **Chennai.** **DVTE (MR)**

134. S.B.T. College of Spl. Edu., Dr. M.A. Thangaraj Compound, D.R.O. Colony, **Madurai,**
B.Ed. Spl. Edu. (MR)

135. Holy Cross College, Deptt. of Rehabilitation Science & Special Education, **Tiruchirapalli.**
1) BR Sc. (Vocational Counselling)
2) MR Sc. (R.S.W) 3) DSE (MR)

136. Christian Medical College, P.O. Thorapudi, **Vellore.** **DPOE**

137. Avinashilingam Deemed University, Institute of Home Science & Hr. Education for Women, **Coimbatore.**
1) M.Ed. Spl. Edu. (VI) 2) B. Ed. Spl. Edu. (VI)
3) B.Sc. Spl. Edu. & Rehabilitation

138. Sri Ramachandra Medical College & Research Institute, (Deemed University) 1, *Ramachandra Nagar, Porur,* **Chennai.**
BASLP

139. The YMCA College of Physical Education, Nandam, **Chennai.**
Bachelor in Mobility Science

140. Bala Vidyalaya Institute for Teachers Training, 18 Ist Cross Street, Shastri Nagar, **Chennai.** **DTYHI**

141. Vijay Human Services, # 4, Lakshmipuram, 3rd Street, Royapettah, **Chennai.** **DECSE (MR)**

142. Rangammal Memorial Higher Secondary School for the Hearing Impaired, Sambanthanur Village, Somasipadi Post, Tiruvannamalai Tk. **Distt. Tiruvannamalai.**
DSE (HI)

143. N.K.T. National College of Education for Women 21, Dr. Besant Road, Triplicane, **Chennai.** **B. Ed. Spl. Edn. (VI)**

UTTAR PRADESH

144. Viklang Kendra, 13, Lukerganj, **Allahabad.**
MRW

145. U.P. Institute for the Hearing Handicapped, 4-7, Malviya Road, George Town, **Allahabad.**
DSE (HI)

146. Chetna (A Society of the Welfare of Handicapped), Sector-C, Aliganj, **Lucknow.**
DSE (MR)

147. Training College for Teachers of the Deaf, Aishbagh (Tilak Nagar), **Lucknow.** DSE (HI)

148. *Institute of Advance Studies in Education*, MJP Rohilakhand University, **Bareilly.**
1) B.Ed. Spl. Edu. (HI) 2) M.Ed. Spl. Edu. (HI) 3) B.Ed. Spl. Edu. (LD)

149. Nav Vani *School for the Deaf*, Village Koraipur, Harhua P.O. **Varanasi.** **DSE (HI)**

150. Aligarh Muslim University, Dept. of Psychology, ***Aligarh. PG Diploma in Rehab. Psychology***

151. Banaras Hindu University, Faculty of Education, Kamachha **Varanasi.** **B.Ed. Spl. Edu. (VI)**

152. Integrated Institute for the Disabled, Karaundi, B.H.U., **Varanasi.** **DSE (MR)**

153. Viklang Kendra Rural Research Society, 13, Lukerganj, **Allahabad.** **DCBR**

154. Rajiv Gandhi Post Graduate College, Gram & Post-Kotwa, Jamunipur, **Allahabad.**
B.Ed. Spl. Edn. (HI)

UTTARANCHAL

155. National Institute for the Visually Handicapped 116, Rajpur Road, **Dehradun.**
B.A.B.Ed. (VI)

156. RAPHAEL, P.O Box No 157, **Dehradun.**
DSE (MR)

WEST BENGAL

157. National Institute for the Orthopaedically *Handicapped, Bon-Hooghly,* B.T. Road, **Kolkata.** **BPO**

158. Society for Mental Health Care, P.O. & Village Khajurdihi, Via-Katwa, Distt. Burdwan.
1) DSE (MR) 2) PGDSE (MR)

159. National Institute for the Mentally Handicapped, Regional Training Centre, NIOH Campus, Bon-Hooghly, B.T. Road, Kolkata. DSE (MR)

160. AYJNIHH, Regional Training Centre, NIOH Campus, Bon-Hooghly, B.T. Road, Kolkata.
1) B.Ed. Spl. Edu. (HI) 2) DSE (HI) 3) BASLP 4) DHLS

161. Indian Institute of Cerebral Palsy, (Formerly Spastic Society of Eastern India), P-35/1, Taratolla Road, Kolkata. 1) DCBR 2) B.Ed. Spl. Edu. (LH)

162. Manovikas Kendra, Rehabilitation and Research Institute for the Handicapped, 482, Madudah, Plot 1-24, Sec-J, Eastern Metropolitan Bypass, Kolkata. 1) DSE (MR) 2) B.Ed. Spl. Edu. (MR)

163. Vivekananda Mission Ashram, Vivekanagar, P.O Chaitanyapur (Haldia), Distt Medinipur.
DSE (VI) Primary Level

164. Training College for the Teachers of the Deal, 293, Acharya Prafulla Chandra Road, Kolkata.
DSE (HI)

165. REACH 18/2/A/3, Uday Shankar Sarani, Golf Green, Kolkata.
PGD in Spl. Edu. (Multiple Disabilities : Physical & Neurological)

166. Department of Applied Psychology, University of Calcutta, Rashbehari Shiksha Prangan, 92, Acharya Prafulla Chandra Road, Kolkata.
P.G. Diploma in Rehab. Psychology

167. Alakendu Bodh Niketan Residential School for M.R., P-1/1/1, C.I.T. Scheme VII-M, V.I.P. Road, Kankurgachi, Kolkata. DSE (MR)

168. Speech & Hearing Institute and Research Centre (SHIRC), State Resource Centre (HI), 10 Mandeville Garden, Kolkata. DTYHI

169. Institute of Paramedical & Therapeutic Sciences and Technology, Helen Keller Sarani (Near Group Housing/NHAI Complex), Sector-2A, Bidhannagar, Durgapur. BASLP

170. SHELTER 3, Kalbati Lane, Bhadreswar, Dist. Hooghly, West Bengal. DVTE (MR)

171. Ramakrishna Vivekananda Mission, 7, Riverside Road, Barrackpore, North 24 Pargana, West Bengal. DSE (VI) Primary Level

COURSE ABBREVIATIONS

• M.R.W. - Multipurpose Rehabilitation Worker • D.C.B.R. - Diploma in Community Based Rehabilitation • D.V.T.E. (MR) - Diploma in Vocational Training and Employment (Mental Retardation) • D.H.L.S. - Diploma in Hearing, Language & Speech • D.P.O.E. - Diploma in Prosthetic & Orthotics Engineering • D.S.E. (HI) _ Diploma in Special Education (Hearing Impairment) • D.S.E. (MR) - Diploma in Special Education (Mental Retardation) • D.S.E. (VI) Primary Level - Diploma in Special Education (Visual Impairment) • D.S.E. (ASD) - Diploma in Special Education - Autism Spectrum Disorders • D.T.Y.H.I. - Diploma in Teaching Young Hearing Impaired Children • B.D.T. - Basic Development Therapy • B.R.T. - Bachelor of Rehabilitation Therapy • B.Ed. Spl. Edu. (MR) - Bachelor of Special Education (Mental Retardation) • B.Ed. Spl. Edu. (VI) - Bachelor of Special Education (Visual Impairment) • B.Ed. Spl. Edu. (HI) - Bachelor of Special Education (Hearing Impairment) • B.Ed. Spl. Edu. (MC) - Bachelor of Special Education (Multi-Category) • B.A.S.L.P. - Bachelor in Audiology and Speech - Language Pathology • BPO - Bachelor in Prosthetic and Orthotics • B.R. Sc. - Bachelor in Rehabilitation Science • M.R.Sc. - Master in Rehabilitation Science • M.A.S.L.P. - Master in Audiology and Speech - Language Pathology • M.Ed. Spl. Edu. (HI) - Master of Special Education (Hearing Impairment) • M.Ed. Spl. Edu. (VI) - Master of Special Education (Visual Impairment) • P.G.D.D.R. - Post Graduate Diploma in Developmental Rehabilitation for Persons with Disability • P.G.D.S.E. (MR) - *Post Graduate Diploma* in Special Education (Mental Retardation) • P.G.D.E.I. (MR) - Post Graduate Diploma in Early Intervention • D.E.C.S.E. (MR) - Diploma in Early Childhood Special Education (Mental Retardation).

For further details contact :
Dr. J.P. Singh, *Member Secretary*

Major H.P.S. Ahluwalia, FRGS, Chairman

Rehabilitation Council of India

(A Statutory Body)

Ministry of Social Justice & Empowerment, Govt. of India
23-A, Shivaji Marg, (Near Karampura Complex), New Delhi-110015
Ph. : 25913016, 25911965, Fax : 25911967
E-mail : rehabstd@nde.vsnl.net.in or rehabstd@nde.vsnl.net.in
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Designation	Total post	Open post
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Applications are invited from eligible candidates for the following post.

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Note :-

1. Ph.D or equivalent published work and a minimum experience of 10 years (For Principal of Reader's grade) or 15 years (For Principal of Professor's grade) of teaching / Research in Universities/Colleges and other Institutions of Higher Education is essential
2. Educational Qualifications, Pay Scales and Service Conditions will be as per rules of Shivaji University, Kolhapur.
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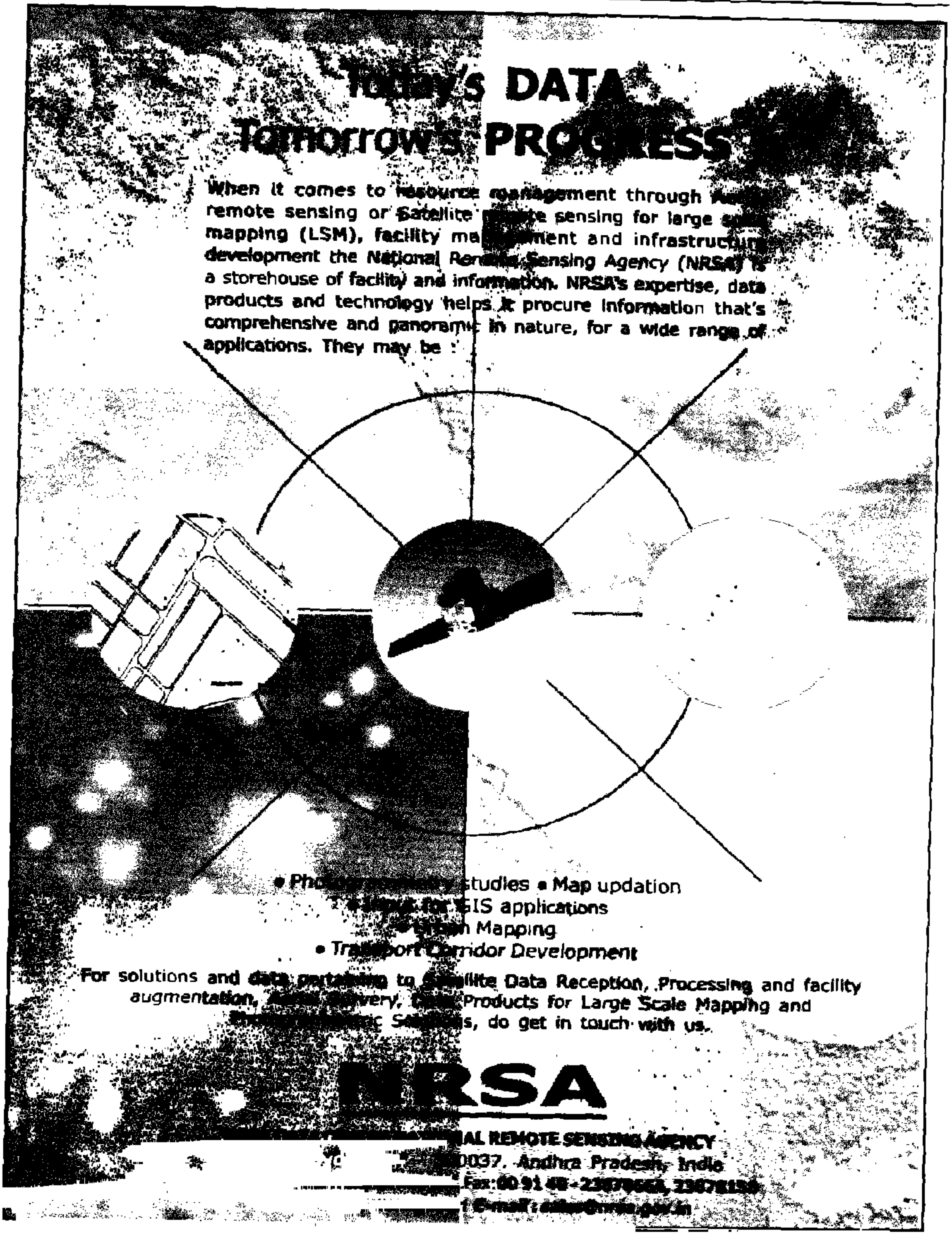

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